



RESHAPING HABITUATION PROGRAM TO OPTIMIZE CHILDREN SELF-DEVELOPMENT IN ELEMENTARY

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Abstract

Learning soft skills to train general and specific skills as an important discipline for professional and organizational success, various interpersonal skills and elements of personal characteristics such as emotions and values. Various activities are implemented in educational institutions, especially activities outside of learning, for example extracurricular activities or sharing programs that are characteristic of educational institutions. This is considered to support the individual quality of students, in addition to intelligence formed in the process of learning and social learning children will also be formed by being trained in school activities or programs that are implemented consistently. The habituation program is one that is widely implemented in educational institutions in Indonesia, this program is called so because it is implemented consistently, with the ultimate goal of becoming a routine activity that is inherent in students. This paper describes the habituation program with its various activities in terms of optimizing children's self-development at the elementary school level. The research method used is qualitative by using data collection techniques in the form of a result of interviews with research subjects, observation and documentation related to the program and the activities implemented.

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Introduction

Education is an effort to help the souls of students both physically and mentally, from their nature towards humane and better civilization (Sujana, 2019). Education in Indonesia aims at the formation of abilities, a good character that is oriented towards all humans, including their offspring, to become good human beings (Tafsir, 2014). Six ideas in education; Learning (recognition and discovery); Knowledge; Skills (Ability); Competent; Critical Thinking; and Training (Sisson & Mazzuchi, 2019).

This paper is oriented towards examining the program implemented by elementary school institutions as a form of training to shape children's training and self-development towards positivity. This is due to the many demands of globalization (Sisson & Mazzuchi, 2019), on individuals and social and economic life (Moreland, 2005). Because it is realized that social responsibility and social ethics will be used in living later in life. Various pressures are put on school graduates to not only have job-related skills but also awareness of the environment, environmental ethics, ethics, and society (Jackson, 2009).

Today's world of work, be it corporate or otherwise, also places some emphasis on being 'work-ready'. Skills become highly sought-after qualities, the ability to communicate effectively, interact and empathize with the needs of the workplace become an essential part (Hodges & Burchell, 2003).

Studying soft skills to practice general and specific skills as important disciplines for professional and organizational success, various interpersonal skills and elements of personal characteristics such as emotions and values (Cord & Clements, 2010). Therefore, skills development can be crucial in preparing generations of students to enter the workforce.

Various activities are implemented in educational institutions, especially activities outside of learning, for example extracurricular activities or sharing programs that are characteristic of



educational institutions. This is considered to support the quality of individual students, in addition to intelligence formed in the process of learning and social learning, children will also be formed by being trained in school activities or programs that are implemented consistently. Extracurricular activities are an important context for the educational and social development of students (Behtoui, 2019). Extracurricular activities are activities that students participate in that are not included in the realm of the normal school curriculum. These activities can be found at all levels of school (Massoni, 2011). Extracurricular activities or school activity programs have the same purpose and function as compulsory and elective subjects in the curriculum. However, they provide experiences that are not included in the formal program of study.

Higher grades and a positive attitude towards school are secondary effects of extracurricular activities on students. A positively developed self can be an indicator of academic performance. Students who dislike school will not perform as well as students who like school because they are not motivated to succeed. If students dislike school, it is usually because they do not feel that they are succeeding or that they can succeed. "Participation in school programs designed to build or develop the self that has positive effects" (Cosden et al., 2004).

The habituation program is one that is widely implemented in educational institutions in Indonesia, this program is called so because it is implemented consistently, with the ultimate goal of becoming a routine activity that is inherent in students. "Positive habits in children are responded well by educational thinkers or experts and researchers" (Chen et al., 2020). Habits are routines of behavior that are repeated regularly and tend to occur unconsciously (M. M. et al. Arief, 2022). From a psychologist's perspective, habituation is understood as a more or less fixed way of thinking, desiring, or feeling that is acquired through repetition of previous mental experiences (Andrews, 1903). Habit is the result of an automatic cognitive process, developed through extensive repetition, so well learned that it requires no conscious effort (Aarts et al., 1997). In the last 25 years much progress has been made in explaining and predicting the initiation of human behavior as discussed in attitude or behavioral models (M. M. dkk. Arief, 2022). Habit can basically trigger one's interest, foster individual creativity, and instill lifelong learning habits (Roschelle & Burke, 2019).

This paper will describe habit activities or school programs that are implemented by revealing how the impact of their implementation. Furthermore, whether the child's self develops, especially the positive impact after implementing the school program. The types of activities will also be described based on the phenomena that occur at the research location. So that later it is hoped that a valid result will be found, reinforced by concrete evidence from the documentation of the activities carried out and the results of interviews on the subjects studied.

Literature Review

Habituation

Habituation is one of the methods of Islamic education which in terms of its application is important to be applied to students, because by applying it a child's activity will become attached in the future (M. M. Arief, 2017). The abstract history of the word Habit (Casti, 1994) Etymologically derived from Latin *habitude* (from *habere*) in medieval *habit* describes the actual state in the context of owning or holding something "quality, interest, or property) to mark the formal fact of *tenere* (to hold) or *possidere* (to possess) an exclusive right" (Casti, 1994). Habit is oriented and distributed more inwardly, as it can be detected not only in the human mind, but also in the behavior of non-human animals, population dynamics, plant growth patterns, and system tendencies (Sparrow & Hutchinson, 2013).

Habituation is something that is deliberately done repeatedly so that something becomes a habit (Gunawan, 2012), intentionally in question can be without realizing the perpetrator that it is an action that has become flesh and blood because it has been done frequently. Habituation is considered very effective if its application is carried out on students who are aged (Al-Abrasyi, 2003). Because they have strong memory records and immature personality conditions, they are easily dissolved with the habits they do every day.

The concept of habituation is known by the linkage of conditioned stimulus (CS), unconditioned stimulus (UCS), conditioned response (CR), and unconditioned response (UCR). CS is a stimulus that can bring about a learned response, while the learned response itself is called CR. The UCS means stimuli that cause a response that is not learned, and the unlearned response is called UCR (Walgito, 2015). Behavior can be formed through conditioning or habits, something that has been formed from activities and treatments that are carried out continuously occurs because there is conditioning by associating a stimulus with a response.

In psychology, the process of habituation is called "conditioning". In the theory of Conditioning (Ivan Pavlov and Watson), learning is the formation of habits caused by conditioning or connecting a stronger stimulus with a weaker stimulus until finally the organism is possible, as a result of associative learning, this is to transfer the response that is usually associated with a stronger stimulus is stopped (Mahpur, 2015). The formulation of habit goal indicators to train and familiarize children consistently, so that it is truly embedded in the child and eventually becomes a habit that is difficult to leave in the future.

The habit Pavlov was referring to in his experiments explains the memorial mechanism of conditioned animals, where a long-established memory is interrupted by a new memory that seems to be consistently imposed (Andrews, 1903). So that conditioning becomes something inherent in the activity, the psychologist's point of view, habit is understood as a fixed way of thinking, wanting, or feeling that is obtained through repetition, previous mental experience. According to (Anthony et al., 2014) Habits are developed through extensive repetition, learned so well that they do not require conscious effort.

Edward Lee Thorndike who is famous for the theory of Connectionism or usually called Trial and Error Learning, namely learning occurs due to the association between stimulus and response, the stimulus will give an impression on the five senses, while the response will encourage someone to act. According to behavioristic learning theory, the main aspects of learning are stimuli and responses. The stimulus is given as an encouragement for students to do certain things that have been planned by the teacher. The point is to improve achievement and this form of character will later become a benchmark for learning quality. According to behavioristic learning theory, the main aspects of learning are stimuli and responses. The stimulus is given as an encouragement for students to do certain things that have been planned by the teacher. The point is to improve achievement and this form of character will later become a measure of the quality of learning.

Indikator Trial and Error Learning ada tiga; (1) There are motives to drive activity; (2) There are various responses to the situation, (3) There is the elimination of failed or incorrect responses; and (3) There are progress reactions to achieve goals (Surur, 2021). Learning must have motivation to encourage learning activities, then there are various reactions to situations while learning, then the elimination of conditions when experiencing failure and finally the emergence of progress reactions to achieve goals.

Self-Development

The essence of child development in family care is a small community that arises from marriage, Islam teaches household development with a form of affection it aims to achieve the desired goal of an education that is managed as well as possible (Ruslan, 2020). The growth and development period of children is the beginning of life, which we all know starts from the birth of the child to adulthood. (M. M. Arief, 2020; M. Miftah Arief, 2020), thus this period of growth and development is a period of determining the direction of life which has characteristics and potentials that become the initial foundation for the growth and development of the child's future. (Husain, 2009).

Some of the ways that can be done for self-development in children include "Learning the Koran; Telling stories of great people and their life behavior so that it is embedded in him love for people; Not reproaching but once in a while you can scare or punish so that the child stays away from negative behavior; Giving awards or rewards; Exemplary" (M. Miftah Arief, 2020). According to the perspective of psychology, self-development is closely related to self-potential that is optimized effectively and continuously or carried out continuously in a disciplined manner. (Hernowo, 2004).

The goals of child self-development include: "Changing individual behavior in a progressive direction through the optimal implementation of life development tasks, the realization of independence, and happiness in life." (Hartono & Sudarmaji, 2012); "Individual personalities become effectively, productively and socially developed" (Prayitno & Amti, 2004); "The formation of the potential of human nature needs to be raised and developed in the form of education and teaching (guidance)" (Az-zahrani, 2005); and "fostering and developing strength in addressing life's problems" (Geldard & Geldard, 2008). Self-development will give birth to the potential that exists in the self, with all efforts to increase the potential for mature thinking and efforts to increase intellectual capacity obtained by doing various kinds of activities that are strengthened through consistent habituation.

Self-development is part of the process of improving social-emotional skills. Self-development will give birth to talent, increase self-confidence, be strong in facing all problems and smart in making policies and wise in socializing. These goals can certainly be achieved with an effort to learn from experience, feedback from others, train sensitivity to yourself and others, deep awareness and trust in your efforts (Tarmudji, 1998).

Self-development is the development of all the potential that exists in oneself, in an effort to increase the potential for thinking and initiative and increase intellectual capacity obtained by doing various activities. Self-development means developing one's talents, realizing one's dreams, increasing self-confidence, being strong in the face of trials, and having good relationships with others. This can be achieved through learning from experience, receiving feedback from others, practicing sensitivity to oneself and others, deep awareness, and trusting one's own efforts.

In general, the understanding between growth or development and development does have a significant difference, broadly speaking, the growth and development of something that can be measured, such as physical shape, weight, height and others, while the development that is within, for example, a trait, attitude, talent and many others. But in essence, growth and development and self-development are an interrelated unit and influence each other on the processes of change that occur in children.

Elementary School Children

The main factor of low academic achievement in children is due to the presence of negative behavioral disorders, which is an early symptom of the various problems that occur today in terms of character and morals. (Aini et al., 2022). Children's education during primary school is one of the strategies as well as a measure of success in the next stage, the indicators of success are of course related to the child's developmental phase and are a strategy in the education process in the next stage. (Muhammad Miftah, 2015).

The stage of children at school age (6-12) is when the child enters elementary school. In his soul he has brought the provisions contained in his personality, from his parents and from his teachers in kindergarten. Development is also related to learning, especially regarding the content of the developmental process: what develops is related to learning behavior.

Self-development specifically focuses on changes in self-understanding, because the self is not only a cognitive construction but also a social construction, the manifestation of normative self-development will certainly be influenced by socialization at the hands of parents and peers. In addition, each developmental period has individual differences, with normative backgrounds, which can lead to healthy forms of self-development. (Eisenberg, 2006)

Primary schools in Indonesia are a unit of social institutions to organize basic education systematically, specifically primary schools are the first education with a length of education for six years. The educational process is not only oriented towards providing basic intellectual skills in the form of reading, counting and writing but also emphasizes integrated social and personal aspects in accordance with the developmental characteristics of students in the age range of 6-13 years. (M. M. Arief, 2022). The nature of elementary school is to develop the lives of students into individuals who are oriented towards awareness of living together, responsibility, basic knowledge, intellectual, social, personal and spiritual abilities. Based on the mandate of the 1945 Constitution regarding the basic objectives and understanding of education in primary schools is devotion, love and pride for the

country and nation, educating and molding the life of a nation that is capable, creative, ethical and able to solve problems in its environment.

Primary school teaching practices in critical thinking should be developed with a program based on the principle that higher order thinking begins with nurturing children's natural curiosity about nature and moral issues, in which case activities have been carried out that focus on stimulating children's curiosity, developing analytical and problem solving skills (Florea & Hurjui, 2015). Growth and developmental tasks will arise according to the developmental phase of each individual. This task is an obligation that must be passed by each individual. The development that appears at any given time is a necessity that will apply automatically such as learning skills in carrying out their developmental tasks (Khaulani et al., 2020).

Individual developmental tasks are tasks that appear at a certain period in an individual's life. Success will be able to provide happiness and make it easier to undergo the next tasks, and failure will cause disappointment for the individual, and experience difficulties for the next developmental task.

Self-concept in children is a presentation of the child's self and abilities as a manifestation of the beliefs of how they see and make judgments that they can influence the attitudes they express (Sari et al., 2020). Self-concept does not just appear, but will develop gradually through a long process towards the level of individual development, understanding the self-concept from a psychological point of view will help to form a good self-concept. (Kiling & Kiling, 2015).

Research Method

This research uses a qualitative approach that brings up its research findings through interpretation and reasoning from research data obtained at the research location and then discussed with previous research (Amrullah & Islamy, 2020). Data collection techniques are taken by interview, observation, and documentation. The phenomena that occur will be described in detail related to the habituation program implemented and the emerging self-development implemented in the school program. Researcher uses Ian Dey way to analysis qualitative data. The analysis contained by sequence describing, classifying, and connecting (Dey, 2003).

Results

Habituation Program at School

In the educational institution Madrasah Ibtidaiyah Nor Rahman, which is located in Banjarmasin, South Kalimantan Indonesia, implements self-development in the form of various habituation programs that are routinely or continuously carried out such as religious habituation, habituation to protect the school environment and the environment around the school, habituation to train children's creativity, which of course is guided and always under the supervision of teachers. The results of interviews with school principals as managers of educational institutions, that the characteristics of the institutions they lead are characterized by Islamic religion, school policy is to require teachers in every face-to-face meeting to instill noble values in their students in order to create a positive personality. The kinds of activities carried out have insights and experiences for provisions to continue to a higher level of education and are ready to plunge into the general social community.

The results of the author's observations, in addition to being oriented to the teaching and learning process in the classroom, the Nor Rahman Madrasah Ibtidaiyah educational institution also implements various school programs called habituation programs. More explicitly the Principal conveyed during the interview, this habituation program aims to foster or optimize the students who carry out education in their school institutions. This child's self-optimization is clearly conveyed to develop their students in a positive direction so that later they are trained and accustomed when heading to further education and even useful in their social later.

Observations found that the programs implemented at the Nor Rahman Madrasah Ibtidaiyah school include the following:

1. Habituation Program for Protecting and Caring for the Environment
2. Religious Habituation Program
3. Personality and Creativity Habituation Program

The three programs were generally found and implemented, while the data found is documented as follows below:

Figure 1: Habituation Program for Protecting and Caring for the Environment



Figure 2: Various Religious Habituation Programs



Figure 3: Habituation Program for Personality Aspects (Leader, Social and Agility)

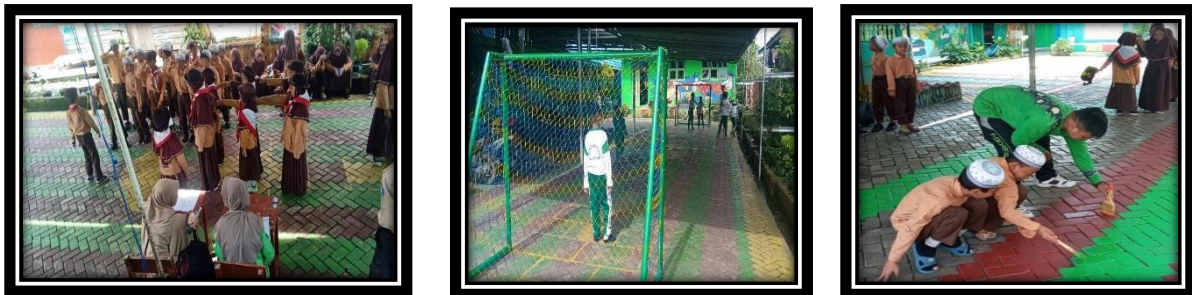


Figure 4: Habituation Program for Personality, Talent, Interest and Creativity Aspects



Based on a review of the results of observations, interviews, and document analysis which includes habituation programs that are carried out more oriented outside of learning time. Whether it is oriented towards extracurricular or intracurricular programs. Among the programs that are carried out with the rule of continuous implementation or called in this institution this habituation program is as follows:

Table 1: Types of programs and activities to optimize children's self-development at school

No.	Habituation Program	Types of Activities
1	Habituation of Keeping and Caring for the Environment	Cleaning the School Environment Cleaning the Classroom

	<ul style="list-style-type: none"> Cleaning the School Neighborhood Caring for School Plants or Plants Taking Care of School Facilities
2 Religious Habituation	<ul style="list-style-type: none"> Congregational Prayer Reading Asmaul Husna Reading the Holy Qur'an in Congregation Friday Taqwa activity Reading Aqidatul Awam Reading Sholawat Burdah Carrying out National Religious Activities
3 Habituation of Personality, Talent, Interest and Creativity	<ul style="list-style-type: none"> Dance Art Futsal Sports Eating Lunch Together (Form of Children's Solidarity) Cheerful Gymnastics Clean Up Day Scouting Creativity Event Flag Ceremony Utilization of Used Goods into Decorative Works Waste Bank

Table 1 above are some of the activities implemented in schools in the habituation program and the types of activities carried out for children's self-development. From the results of observations, this has indeed been running or implemented regularly. With the implementation schedule that has been set by the school leadership and agreed upon by the teachers in the school environment.

The results of the interview show that the habituation program to protect and care for the environment aims to shape children so that their development becomes a person who pays attention to and protects the environment. In terms of implementation, environmental cleaning activities are carried out every Friday starting at 07:00-07:30 AM, in its implementation carried out by all students and school students. Cleaning the classroom is carried out every day at 07:30-07:45 and when the lesson ends (before students go home). Cleaning the environment around the school here is oriented to the environment near the school, this is carried out once a month. Taking care of school plants and vegetation is done every day, both watering and cutting the branches of plants to make them look beautiful. Finally, taking care of school facilities is done once a week, this implementation is done more on cleaning and tidying up the books in the library, cleaning school toilets and cleaning school walls so that they always look clean and beautiful.

The Religious Program implemented aims to develop children's personalities so that children's faith and piety are formed early on, so that the affective and psychomotor aspects of children are balanced. Congregational prayer activities are carried out every day at the congregational juhur prayer. Reading Asmaul Husna is also done every day in the school yard led by students and female students alternately in the morning before learning begins in the classroom. Reading the holy book of the Qur'an Aqidatul Awam, Burdah is more oriented towards Friday Taqwa activities, which are carried out every Friday from 08.30: 10.30 AM. As for national religious activities, they are carried out every Islamic commemoration that has been scheduled on the Indonesian national calendar.

This personality, talent, interest and creativity program emphasizes extra-curricular and intracurricular activities, meaning that students are free to choose the activities they want such as dance, sports and scouts. This is done with the aim of shaping the child's social personality, training the child's leadership spirit of discipline and time management. Some of the activities mentioned in table one above.

Discussion

A good educational institution provides programs or in the implementation of the educational process with an orientation to fully develop cognitive, emotional and creative capacities (Halimah, 2014). This is in line with what is done in the educational institution Madrasah Ibtidaiyah Nor Rahman Banjarmasin. This institution offers various programs that are considered to develop Cognitive, Affective and Psychomotor aspects or it can also be called a habituation program. These programs was detailed in table 1. Finding of research emergence three habituation program such as Religious Habituation for cognitive development, Habituation of Keeping and Caring for the Environment for affective development, and Habituation of Personality; Talent; Interest and Creativity for psychomotor development.

For more than a century, many schools have succeeded in graduating about 20 percent of their students who can be said to be successful and qualified for a career with various potentials. 30 percent of schools are categorized as successful in educating their students to compete in various fields of work. But 50 percent are categorized as weak achievers. But basically the aspect of success cannot only be seen from cognitive intelligence indicators or successful graduates if they succeed in becoming sportsmen, politicians, doctors, architects or mathematicians, and so on. (Fauziah, 2007). Some ways to make students in accordance with the expectations and goals of education, or in terms of children's self-development both social, religious, emotional and physical to be good include the following:

1. Mental Self-development here relates to the development of the mind. You can do some mental development activities, such as attending learning classes, reading books, or watching videos that can improve your skills.
2. Social, this category is about developing communication skills. Description of a new language, learning public speaking skills, and being built to do active listening activities are types of activities to improve the social aspect of self-development.
3. Spiritual The development of the spiritual aspect can be different for everyone. The best way to describe it is doing activities that bring peace and help you connect with yourself.
4. Emotional Self-development in the emotional aspect is all about emotions. Many of us ignore the emotional side when facing a challenge. Ignoring emotions is not a healthy behavior. When you hold on to your emotions and push them away, it can actually lead to stressful situations when they finally explode.
5. Physical Self-development in the physical aspect is about the whole person, more than just exercise. Diet and sleep are included in this physical aspect. Examples of activities that include exercise are sleeping for 7-9 hours every day, preparing meals, or visiting the doctor regularly to check your health.

The five methods as a whole are almost realized in the school institutions studied by implementing various programs and various kinds of activities that have been described in the presentation of research findings data. With goals that are in accordance with the theory.

The set of skills a child has will influence how social events are perceived, recognized and evaluated to build representations that can guide the child's social behavior, this will be obtained of course through developmental stages. There is also development obtained through various kinds of exercises or daily activities of the child (Adolphs, 2010). The school under study is also very concerned about the socio-emotional aspects of children by implementing several activities or programs that lead to children's self-development oriented to the social aspects of children both in the realm of emotional control and so on. Among them are personality, talent, interest and creativity programs that have been presented in the presentation of research findings data.

Habituation program is one of the effective ways to implement, "Habits cover a very large part of life" (Wood, 2017). Habituation can be oriented during early learning or over a range of consistently implemented activities, the most important aspect of which is to form intentions, or behavioral goals, about what actions to take in order to achieve beneficial outcomes. (Wickens et al., 2007). In terms of habituation, it is recognized by the research subject that it has a very positive impact on students who are trained consistently in terms of its application. For this reason, the educational institutions studied

strongly support the implementation of habituation programs by implementing various types of activities.

Conclusion

The implementation of the Habituation Program carried out in the educational institution Madrasah Ibtidaiyah Nor Rahman Banjar masin is in the form of a Habituation Program to Maintain and Care for the Environment, with activities to clean the school environment, clean the classroom, clean the environment around the school, care for plants or plants and care for school facilities. Religious Habituation Program with congregational prayer activities, reading Asmaul Husna, reading the Holy Qur'an in congregation, Friday Taqwa activities, reading Aqidatul Awam and reading Sholawat Burdah and carrying out national religious activities. While the Habituation of Personality, Talent, Interest and Creativity program with the types of activities include: Dance Art, Futsal Sports, Eating Together (Form of Children's Solidarity), Cheerful Gymnastics, Clean Up Day, Scouting, Creativity Events, Flag Ceremony, Utilization of Used Goods into Decorative Works and Waste Bank. Optimizing Children's Self-Development in Schools is oriented towards various aspects including children's social and self-management which are trained through various programs and activities that are carried out continuously or consistently with the aim of forming a well-developed child's personality. As an asset in their future life and facing higher education.

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