

Habituation Behavior to Enhance Student Learning

1st Ika Candra Destiyanti
Universitas Islam Al Ihya
 Kuningan

2nd Setiana
Universitas Islam Al Ihya
 Kuningan
 naymaaulia@gmail.com

Abstract— Habituation is a behavior that leads to a decrease or increase in response to a given stimulus. Types of habits consist of movement habits, verbal habits, moral habits, social habits, habits of way of thinking and trusting. These types of habits provide the opportunity to study general habits before they appear in the scope of specific habits. This study aims to a) know the habitual behavior / habits of students in improving multiple intelligence; b) To see learning patterns that can be applied to habituation behavior; In this study using a combination of research methods or sequential explanatory design methods. From the results of this study it can be seen that the value of a person's habits can affect cognitive functions that are very important for learning. Therefore, what the teacher can do in this case is to only take snapshots of behavioural changes that are considered important and are expected to reflect the changes that occur as a result student learning, both the dimensions of creativity and taste as well as the dimension of intention. Students make habituation according to the type of intelligence they get. These habits form student learning patterns.

Keywords: *habituation, behavior, enhance student learning*

I. INTRODUCTION

Habituation is a behavior that leads to a decrease or increase in response to a given stimulus. From research results. [1]. The same or different stimuli or stimuli that are interconnected can provide an interaction effect on habituation. [2] The habituation model performed in conducting therapeutic treatment emphasizes the use of individually tailored functional analysis during treatment. The habituation model that is needed in the treatment process involves three conditions namely activation of fear, minimization of behavior that reduces anxiety and habituation. [3] On the other hand, the habituation process can be carried out using Orient Reflexes (OR), which is an interaction model of organisms with their environment Orient reflex is the novelty of the stimulus that is raised, generally operationalized in terms of reduction by repetition of the stimulus[4].

Habits have an impact on the value shown on one's behavior. The development of a person's behavior is determined by the ability to form habits [5]. Thus it can be said that habit is a determining factor in seeing one's behavior in everyday life. The value of habit can also be seen in the attention shown by someone through their visually. Research result. Habits can make the system of attention and vision focused so that it will help the brain plasticity[6]. This brain plasticity can affect cognitive function which is very important for learning. From the results of this study it can be seen that the value of a person's

habits can affect cognitive functions which are very important for learning. Types of habits consist of movement habits, verbal habits, moral habits, social habits, habits of way of thinking and trusting [7]. These types of habits provide the opportunity to study general habits before they appear in the scope of specific habits. Thinking is a strength of one's soul that can put relationships between knowledge or dialectical processes about knowledge [8]. Moral habits are the types of habits that are more inclined to one's character. Character is defined as the operative value (value in action) that is related between a person and another person. [9]. Habits that occur in our daily movements can be caused as reflexes and skilled movements.

Reflex motion is a movement that has become part of our natural talents while skilled movement is a movement that must be learned and shaped based on our experience [10]. In terms of social habits divides into four types namely associative type, psychological or subjective type, character type and objective type [11]. Of the four types that someone who is a good social habituator is someone who has an objective type. While according to [12] learning achievement is anything that has been achieved by students after conducting learning activities. In addition, define achievement [13] is the overall skills acquired in teaching and learning in schools expressed by values based on learning tests. Learning achievement here is evidenced by the acquisition of scores from the results of learning tests. The achievement of ideal learning achievements includes all psychological domains that change as a result of students' learning experiences and processes. However, the disclosure of changes in behavior throughout the domain, specifically the student domain, is very difficult. Therefore, what the teacher can do in this case is just to take a snapshot of the behavior changes that are considered important and are expected to reflect the changes that occur as a result of student learning, both the dimensions of creativity and taste and the dimension of the initiative [14]. Measures and data on student learning outcomes as described above can be done if we know the outlines of indicators (indicative of certain achievements) associated with the type of achievement to be revealed or measured. The realm or type of achievement that can be measured is divided into three realms, namely 1) The realm of copyright / cognitive includes observation, memory, understanding, application, analysis, and synthesis; 2) The realm of affective includes acceptance, greeting, appreciation, internalization and characterization; and 3) Karsa (psychomotor) domains include moving and acting skills, and verbal and nonverbal expression skills.[15] The minimum limits of learning achievement need to be set in the teaching-learning process.

This is important because considering the lowest level of student achievement that is considered successful in the broadest sense is not an easy matter. Success in a broad sense means success which includes the realm of students' creativity, taste and intention. Determination of the minimum limit for student learning success is always related to efforts to disclose learning outcomes. So that in this study will be discussed knowing the habits of habits / habits of students in increasing multiple intelligences and determining the influence of behavior habits of students on multiple intelligences;

II. METHOD

In this study using a combination of research methods or sequential explanatory design methods. This method is a combination research method that combines quantitative and qualitative research methods sequentially, where the first stage of research is carried out using quantitative methods and in the second stage is carried out with qualitative methods. The stages of this study include three stages, namely: 1) Phase I (Preparation); 2) Phase II (Implementation); and 3) Phase III (Reporting).

III. RESULTS AND DISCUSSION

The ideal achievement of learning achievement includes all the psychological domains that change as a result of students' learning experiences and processes. However, the disclosure of changes in behavior throughout the domain, specifically the student domain, is very difficult. Therefore, what the teacher can do in this case is just to take a snapshot of the behavior changes that are considered important and are expected to reflect the changes that occur as a result of student learning, both the dimensions of creativity and taste and the dimension of the initiative.[16] Whereas to assess habituation behavior is based on the results of questionnaires that have been distributed to respondents, the habituation behavior data in increasing compound intelligence is

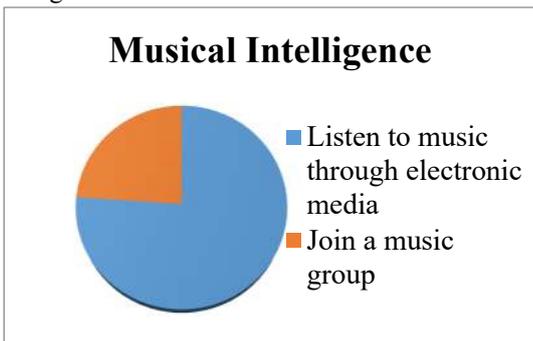


Figure 1. Musikal Intelligence

From the above data it can be seen that the general description of respondents' habitual behavior ranges from 27% to 86%. Where respondents in improving musical intelligence as much as 86% is to fill spare time by listening to music through electronic media while as many as 27% are joined in a music group to develop their ability to play music.

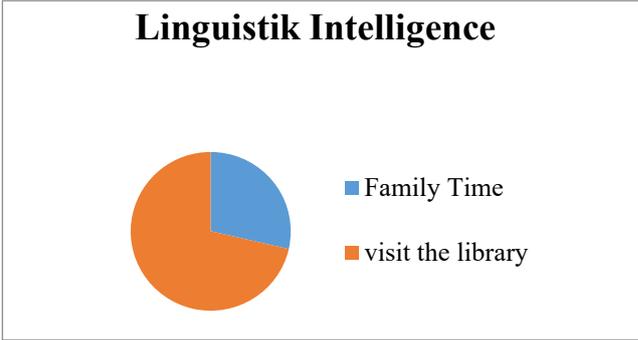


Figure 2. Linguistik Intelligence

General description of students' habituation behavior in increasing linguistic intelligence as listed in Table 2 above ranges from 36% to 90%. Where as much as 90% of respondents' habitual behavior in increasing their linguistic intelligence is by visiting the library to read certain books, magazines or readings, while 36% of respondents in increasing their linguistic intelligence is to spend their free time chatting with relatives.

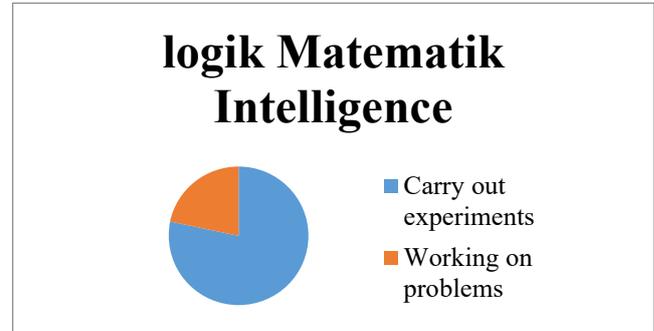


Figure 3. Logik Matematik Intelligence

General description of students' habituation behavior in improving Logic - Mathematical intelligence as shown in Table 3 above ranges from 15% to 54%. Where as much as 54% of respondents' habitual behavior in increasing their logical-mathematical intelligence is by conducting an experiment or an experiment to solve a problem while 15% of respondents in improving their logical-mathematical intelligence is to fill their free time by solving physical / economic problems.

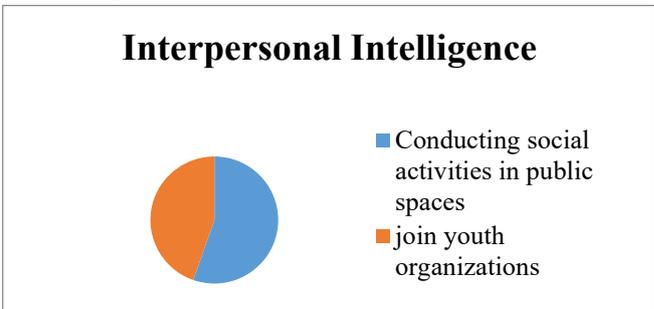


Figure 4. Interpersonal Intelligence

General description of students' habituation behavior in increasing Interpersonal intelligence as shown in Table 6

above ranges from 79% to 98%. Where as much as 98% of respondents' habitual behavior in increasing their interpersonal intelligence is by making it an opportunity to give an opportunity to parents or people who need to sit in the chair that I occupy while waiting for their turn while 79% of respondents in increasing their interpersonal intelligence is by joining an organization youth to add friends.

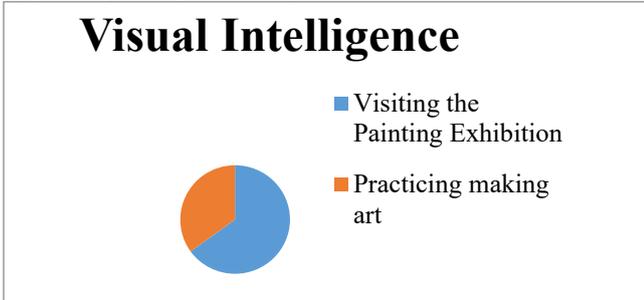


Figure 5. Visual Intelligence

General description of students' habituation behavior in increasing Visual intelligence as shown in Table 4 above ranges from 29% to 54%. Where as much as 54% of respondents' habitual behavior in increasing their visual intelligence is to visit a painting exhibition while 29% of respondents in increasing their visual intelligence is to spend their free time practicing making art.

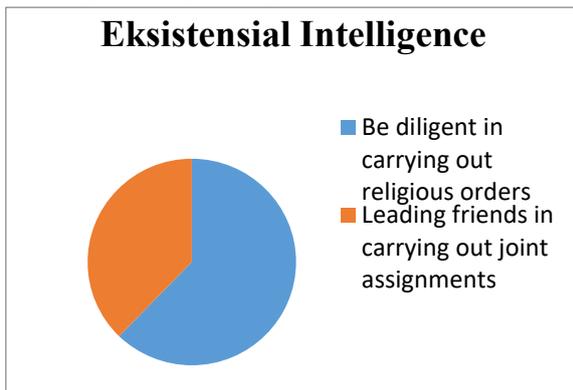


Figure 6. Eksistensial Intelligence

General description of students' habituation behavior in increasing Existential intelligence as shown in Table 7 above ranges from 60% to 99%. Where as much as 99% of respondents' habitual behavior in increasing their existential intelligence is by diligently carrying out religious orders while 60% of respondents in increasing their existential intelligence is by leading their friends to complete shared tasks.

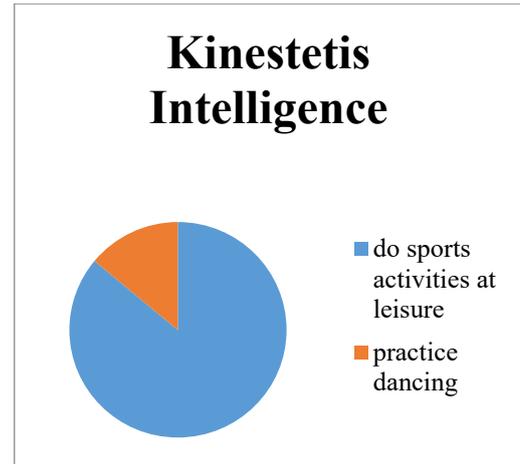


Figure 7. Kinestetis Intelligence

General description of students' habituation behavior in increasing Kinesthetic intelligence shown in Table 5 above ranges from 12% to 74%. Where as much as 74% of the habitual behavior of respondents in improving their kinesthetic intelligence is to carry out activities to maintain body health while 12% of respondents in improving their kinesthetic intelligence is to Fill in spare time by practicing dancing.

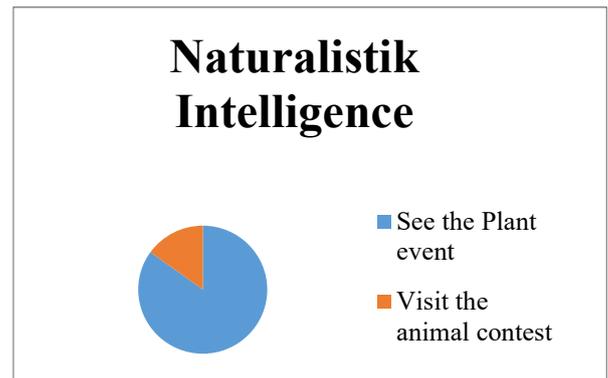


Figure 8. Naturalistik Intelligence

General description of students' habituation behavior in increasing Naturalistic intelligence as shown in Table 8 above ranges from 11% to 62%. Where as much as 62% of respondents' habitual behavior in increasing their naturalist intelligence is by watching television shows about the world of plants while 11% of respondents in increasing their naturalistic intelligence are visiting certain animal competitions or contests, for example a bird competition.

From the results of the above research it can be revealed that student learning achievement is carried out with habituation techniques to practice his multiple intelligences to train his learning patterns towards better. For the characteristics of habituation students in improving have a good influence on learning techniques seen from the characteristics of the habit are as follows:

TABLE 1 : STUDENT LEARNING PATTERNS WITH HABITUATION BEHAVIOR

Type of Intelligence	Habitual Characteristics	Learning Patterns
Musical Intelligence	Free time by listening to music through electronic media and develop their ability to play music	Audio
Linguistik Intelligence	By visiting the library to read a particular book, magazine or reading, chatting with you	Visual
Logik Matematik Intelligence	Conduct an experiment or experiment to solve a problem, fill your free time by solving physical / economic problems.	Visual
Interpersonal Intelligence	Give an opportunity for parents or people who are more in need to sit in the chair that I occupy while waiting for their turn by joining a youth organization to add friends.	Kinestetis
IntelligenceEksistensial	Diligently carrying out religious orders, leading friends to complete shared tasks	audio
Intelligence Naturalistik	Watch television shows about the world of plants. Visit certain animal contests or contests, such as the bird competition.	Audio
Intelligence Visual	Visiting a painting exhibition while, practicing making fine art.	Kinestetis
Intelligence Kinestetis	Conduct activities to maintain a healthy body. Fill in spare time by practicing dancing.	Kinestetis

From the results of the above data it can be explained that the pattern of habituation Students who make habituation routinely to improve their learning achievement will form a kinesthetic, visual and audio learning pattern so that the teacher can make an assessment using 3 ways namely oral, written and practical tests

IV. CONCLUSION

Habituation according to the type of intelligence he gets Students who have these characteristics can develop according to their learning patterns For students with audio learning patterns assessment can be done by direct examination, visual learning patterns with written tests while kinesthetic learning patterns with practice tests

REFERENCES

- [1] Schactman, Tedd R., Rachel A Richardson and Paige N Michener. 2018. 3 Stimulus-stimulus Interactions and The Habituation of Neophobia. *Journal Behavioral and Biological Influence*. Vol. 128.
- [2] Benito, Kristen G and Michael Walther. 2015. *Therapeutic Process During Exposure: Habituation Model*. *Journal Obsessive Compulsive and Related Disorders*. Vol. 6.

- [3] Barry, Robert J. 2009. Habituation of The Orienting Reflex and The Development of Preliminary Process Theory. *Journal Neurobiology of Learning and Memory*. Vol. 92.
- [4] Hughes, A.G. dan E.H. Hughes. 2015. *Psikologi Pembelajaran Teori dan Terapan*. Bandung: Nuansa Cendekia
- [5] Ahmadi, Abu dan Widodo Supriyono. 2013. *Psikologi Belajar*. Jakarta: Rineka Cipta.
- [6] Turatto, Masimo and David Pascucci. 2016. Short Term and Long Term Plasticity in The Visual Attention System: Evidence from Habituation of Attentional Capture. *Journal Neurobiology of Learning and Memory*. Vol. 130.
- [7] Lickona, Thomas., 1991. *Educating For Character: How Our School Can Teach Respect and Responsibility*. New York: Bantam Books.
- [8] Surya, Mohammad. 2005. *Psikologi Pembelajaran dan Pengajaran*. Bandung: Pustaka Bani Kuraisi.
- [9] Susanto, Ahmad. 2015. *Bimbingan dan Konseling di Taman Kanak-Kanak*. Jakarta: Prenadamedia Group.
- [10] Ahmadi, Abu dan Widodo Supriyono. 2013. *Psikologi Belajar*. Jakarta: Rineka Cipta.
- [11] Petty, Geoff. 2004. *Teaching Today*. 3rd Edition. Cheltenham U.K: Nelson Thomas. Ltd.
- [12] Syah, Muhibin. 2014. *Psikologi Pendidikan Dengan Pendekatan Baru*. Bandung: Remaja Rosdakarya.