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Artikel

“Student Activity Journal” as a Curative Action for Teachers in Handling Student Social BehaviourMuhammad Choirul Anam^{1*}, Dian Purniawati², Dwi Ulfa Nurdahlia³^{1,2,3} Institut Agama Islam Negeri Ponorogo, Ponorogo**Corresponding Address: canam5035@gmail.com***Info Artikel**

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ABSTRACT

Attitudes and behaviour of elementary school children due to the influence of digitalization. In 2018, 16.64% of students accessing the internet in a period of 2 years increased to 35.97%. This is a problem in the world of education. Such as lazy learning, gadget addiction, and students' social behaviour. This research is intended as one of the school's curative steps in dealing with student behaviour that indicates gadget addiction. The method used in this study is descriptive-qualitative, using data collection techniques through interviews and observation. The subjects of this study were students of SD Wagir Lor, Ngebel District. Several attempts have been made by the teacher as a counselor to reduce the intensity of students' use of social media. By diverting student focus to positive things by applying the student's Activities Journal from morning to evening. The results of these actions can be seen in the student's improved language patterns and behaviour.

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INTRODUCTION

Global technological advances have had a significant impact on various aspects of life in all areas, including economics, politics, culture, and education. Recently, the warm alpha generation has become a tagline in society. There is a growing stereotype that the millennial generation is the lazy generation and the alpha generation is a group of young people who cannot be separated from their gadget. The Alpha Generation are people born in the mid-2010s to early 2020s. They are a generation destined to be born in an era of increasingly advanced and sophisticated technology, with a social and cultural environment that is different from previous generations (Wulaningsih et al., n.d.). The educational process currently taking place in Indonesia still focuses on cognitive or academic abilities so The function and goals of education have not been fully achieved. Even though in recent years the government has begun to promote behaviour-based (character) education programs that aim to shape students according to national character and high intellectuals, society still has not opened its eyes to the educational goals above, people still tend to use numbers as a measure of success in learning, even though many important values in the learning process are

neglected. As a forum for the formation of students, schools should have programs that aim to develop abilities beyond students' academic abilities. Interestingly, there are habituation activities as an effort to shape students' character. Technological developments are one of the benchmarks for educational progress in Indonesia. Every innovation created always has a positive impact on its users.

The consequences of learning carried out remotely or online during COVID-19 have hurt student behaviour and habits. It seems that there is a dependency on gadgets where students cannot play with their gadget in one day. Apart from that, post-pandemic student rhetoric and behaviour are not good for socializing in society. In this case, at SDN Wagir Lor the teacher initiated the creation of an activity journal as a strategy for overcoming this problem (Wulaningsih et al., n.d.)

Amid this digital transformation era, all educational institutions are trying to adapt to the demands of the digital era. Since elementary school, children have been introduced to the internet to access a lot of information needed for the learning process. In the current era, the researcher observes that schools are often left behind by their students in terms of using digital devices. In general, children use and access the internet more than is required and needed for learning purposes. This could be because the portion of children accessing the wide network is too large due to a lack of control from educators and parents. The actions of students who are addicted to gadgets are student behaviour that concerns teachers because it affects students academically and in character. Several cases show that children often access the internet not for learning purposes. Cases of online game addiction, online gambling, pornography, and online bullying often occur

In response to this, the school programs a student activity journal so that students are committed to carrying out the planned activity schedule and minimizing post-pandemic problems. The teacher's role in overseeing the program is to always collaborate with students' parents regarding students' affective development. Apart from improving students' affective abilities, this activity aims to form student habits that are in line with the school's mission.

According to Aristotle, written by Covey in his book, "We are what we repeatedly do. Therefore excellence is not an act of giving up a habit." Human character is a combination of habits that occur. It can be said that if an idea can give birth to an action, then that action will give birth to a habit, the habit that is formed will give birth to character, and the habit that is formed will give birth to character. The character will determine fate. Habits also have a strong pull like gravity, greater than we realize. Habit can also be interpreted as a meeting point between knowledge, skills, and desires. Knowledge is a theoretical paradigm of what and why, while skills are a more basic process such as how, and desire is motivation in the sense of why and the will to do something. The habituation process requires these three things which will give birth to habits or customs in life (Teguh Hadi Wibowo, 2020)

Habituation is a process of activities that are carried out repeatedly to make individuals accustomed to behaving, behaving, and thinking following predetermined goal (Sherman & Nancy, 1991). Habituation can be carried out in various aspects, such as moral development, religious values, morals, socio-emotional development, and independence. In Islamic religious education, habituation is a method used to familiarize students with thinking, behaving, and acting according to the rules of religious teachings. Islam. The steps in habituation include starting early before it is too late, carrying it out continuously and regularly, monitoring it closely, consistently, and firmly, and changing it gradually into a non-verbalistic habit accompanied by the child's conscience as children get older (Mutakin, 2014). The habituation method is a very important educational method, especially for children. This method can save energy and time well, not only related to external aspects but also to internal aspects, and is considered very effective in instilling positive values in students, both in cognitive, affective, and psychomotor aspects. In carrying out the

habituation method, parents and educators must focus on teaching children about kindness and trying to get them used to it from the time they begin to understand the realities of this life. Habits should be consistent, be firm, and remain steadfast in the stance they have taken

Behaviouristics is a learning theory known as stimulus-response (SR). This school assumes that education is directed at creating new behaviour in students through stimuli given during the learning process, while all forms of student attitudes or responses after being given stimulus can be said to be responses. As the first educational institution, elementary schools have an important role in developing and shaping the character of students. At the elementary school level, students have greater potential to shape and develop their potential through educational goals (Sari & Hariyadi, 2023). In elementary schools, discipline in student study hours has also begun to be implemented, such as leaving and returning from school at specified times. , learning materials are determined and students have more study time than playing time like in kindergarten. Efforts to shape student character at the elementary school level can be made by doing a little familiarization with the school environment. Zubaedi (in Herlina Gantini 2021: 2) explains that "character education in Indonesia is based on nine pillars basic character. Love for Allah and the universe and its contents; responsibility; disciplined and independent; honest, respectful and polite; compassion, care, and cooperation; confident, creative, hard-working, and pants give up; justice and leadership; Good and humble; tolerance, love of peace, and unity is the nine basic characters which is the pillar of educational goals character. Western scientists also admit it the importance of moral and character education. One of them is a figure of behaviourism as well as the famous cognitivism social learning theory namely Albert Bandura. Bandura argued that "process social and moral development of students always related to the learning process because of principles The basis for studying Bandura's findings is social and moral learning" (Muhibbin, 1995).

One of the elementary schools that applies the concept of habituation as another learning method is SDN Wagir Lor, Ngebel District. This school prioritizes character education in its learning. One example is this activity journal program which has been running for the last 2 years. This program is an attraction for this school. Character education at this school is a special feature of this school. The local community has become more confident in entrusting their sons and daughters to study at SDN Wagir Lor.

This program is the latest in the implementation of the character education process at the school level. By practicing honesty, students write down each activity throughout the day on the activity sheet. In the future, this research can be developed by creating a student activity journal application to make it easier for teachers and guardians to access student activities. More specifically in the area of cultivating students' character, significantly, continuously, and with strict control or supervision, students will unconsciously begin to behave and act following the values aimed at.

METHOD

This research aims to find out the impact of the activity journal carried out by SDN 1 Wagir Lor on student behaviour. This study used a descriptive qualitative method. This research will describe phenomena, realities, and social events in terms of social activities, attitudes, beliefs, perceptions, and thoughts of society individually and in groups. Our data was obtained through interviews with homeroom teachers for grades 4 and 5 who implemented activity journals with their students. This research is based on habituation theory which is used to develop an effective activity journal program. In this research, the interview method was used to get a more detailed picture of the activity journal and how it impacts students' character development.

The interview was conducted on July 20 2023 in the Teacher's Room at SDN 1 Wagir Lor. Our resource persons are the Grade 4 Teacher Mrs. Uswatun and the Grade 5 Teacher Mrs. Aida. The objects of this research were students aged 9–11 years. The interview process was carried out using structured interview guidelines that had been prepared previously. The guide contains an outline of the questions that will be asked. Data that has been collected from interviews with teachers will be analyzed using Miles & Habermann's interactive analysis technique, where data analysis is carried out simultaneously with data collection.

In collecting our data, we strengthened it with several evaluation notes from student parents that had been collected by the informant. The data provided is in the form of conversations between teachers and student parents via WhatsApp chat. This can strengthen the data obtained to determine the effectiveness of this program.

RESULTS AND DISCUSSION

Etymologically, the term journal comes from the English "journal" which means a diary or notebook. According to KBBI, journals can be defined as daily notes, daily newspapers, and books used to record transactions. Activity or activity is an action or deed carried out by a person or group of people within a certain time. Activities of elementary school students (SD) lately have been more diverse. BK teacher or homeroom teacher role is very important in this regard. BK teacher's task is to conduct guidance to see the potential, talent, enthusiasm and intelligence of students. In addition, counseling on problems was experienced by students who could potentially interfere in the learning process. Things are rarely studied or used as an alternative BK activity, so it is seen as a novelty in this paper is the journal. Journal is one of the media used in guidance and counseling activities. Students can freely write anything in the journal. Journal is one way teachers to communicate with the written language. Teachers are also able to identify the things that relate to the students through the journal. In this context, it can be concluded that an activity journal is a daily record for writing down students' daily activities or events (Gaffar et al., n.d.)

This activity journal program began as a response to the COVID-19 pandemic that hit in early 2020. During the online learning period, teachers experienced difficulty in controlling students' activities at home. Because activities are carried out remotely, teachers do not know what students are doing during learning, especially outside class hours. Even though learning is carried out via Zoom or G-Meet, it is still a limitation. With this activity journal program, teachers can diagnose student behaviour outside of school and assign appropriate activities to them while at school and outside of school. This program involves the role of parents as informants regarding students' daily activities. Until now, this program is still running and focuses on students in grades 4 and 5 of elementary school, because it is considered ineffective if applied to the lower grades considering that the behaviour of students at that level tends to be more difficult to control and is more active and likes to play.

Before this program existed, students' activities outside of school were not properly controlled by teachers. Their daily habits, such as reciting the Koran at TPA or MADIN, are often replaced by the excitement of playing with gadgets, and their addiction to playing on their gadget is the main focus of this program's efforts to overcome unproductive activities. This program has proven to be effective, according to Mrs. Aida, class 4 homeroom teacher. She stated that this program helps measure children's behaviour, and has an impact on increasing students' honesty in reporting their activities. Apart from that, children also become more focused on learning in class because they know when it is time to study and when it is time to play. This program also helps students think more structure and systematically by scheduling their daily activities. The continuation of this activity will not be successful without the role of the teacher as the person in charge. In line with that, the role of teachers in developing students into humans with good character is very necessary. The role

of an educator is not only to focus on students' cognitive levels but also affective and psychomotor skills.



Figure 1. Example of activity journal

The use of various methods in creating a learning atmosphere so that it is not boring to attract students' interest and being an extracurricular coach in getting closer to students makes it easier for teachers to instill good character values. (Yestiani & Zahwa, 2020) Teachers are role models or role models for students. The success of character education depends on the role of a teacher in the learning process. So that the figure of a teacher can be a reflection of students who determine their character. (Ananda, n.d.)

Factors In Implementing Activity Journals

Family involvement or the home environment is a significant factor in this program. Parents are involved as informants and evaluators in the process of implementing student activity journals. Teachers and parents must establish massive communication to discuss student activities. Whether students carry out activities according to what is written in the journal or not. Parental involvement will influence the effectiveness of this activity. Parents are also here as a reminder to their students and limit student activities outside of the activity journal.

The family is the main place of education. Therefore, it can be said that the family environment plays an important role in determining the social and emotional development of early childhood and later life. In this family environment, children receive their first education from their parents or those closest to them. Parents are their children's teachers; Parents' attitudes and behaviour, as well as the environment and situations they experience, can influence children's social and emotional development (Parai', 2023). The family environment is "the first environment that initially has a deep influence on children". From the family members (father, mother, and siblings) children acquire all the basic abilities, both intellectual and social, from their family.

Parental involvement in children's education needs to be synergized with various program efforts and learning activities at school. Because the nature of learning itself is not only within the scope of the school but also includes the community and home environment (Nainggolan, n.d.). Furthermore, schools must frequently hold evaluation activities with parents or guardians of students to support the success of learning activities. It is also very important to socialize parenting with parents of students (Yestiani & Zahwa, 2020)

Collaboration with parents is an inseparable part of the learning process. This program can help increase students' awareness and responsibility for their activities, as well as direct

them to more positive and productive activities. This activity journal program is a good solution to the problem of monitoring student activities outside of school. The teacher's role in this case is said to be supervision. In practice, supervision not only monitors whether teachers/staff carry out their duties as well as possible according to the instructions or provisions that have been outlined but also works together with teachers to find ways to improve the teaching and learning process (Parai', 2023). So, in supervision activities, teachers are not seen as passive implementers but are treated as partners who have ideas, opinions, and experiences that need to be heard and appreciated, and included in efforts to improve education. Provisions are provided with a specific aim so that the teaching and learning situation can be improved. The function of supervision is to analyst factors that influence the improvement of the teaching and learning process. The analysis provides new experiences in developing strategies and efforts toward improvement.

Implementation

In implementing this program, students had several responses at the beginning of implementation, such as complaining. After 2 years of implementation, students have become accustomed to structured activities. This is following habituation theory. Habits, also called "customs", are a collection of actions carried out by a person without requiring a repetitive thought process. In the context of learning, "habit" refers to a collection of student behaviours that occur consistently and repeatedly during the learning process. In other words, "learning habits" are student behaviour that occurs automatically and is not questioned during the learning process (Mutakin, 2014)

In Pavlov's theory, a stimulus must be presented repeatedly to trigger a desired reaction, known as a response. A habitual response results from a habituated stimulus. Those who participate in habituation activities at school have shown that they provide stimulation or stimulus gradually and consistently. Indirectly, this routine activity will form positive habits that follow the habitual activities carried out. In other words, the response of rejection from students at the beginning of the activity is normal, because students are required to get out of their habits. In this case, don't let this activity be stopped because of rejection from students, instead, it must continue to be carried out consistently. significant for instilling good habits in students automatically.

Pavlov's stimulus and response theory is a classic learning theory developed by Ivan Pavlov. This theory explains how stimuli can influence the response or actions of a person or animal. In this theory, a stimulus is anything that can trigger a response or action from a person or animal. Pavlov conducted experiments using dogs and a metronome as stimuli. In his experiments, Pavlov gave food to dogs and at the same time played a metronome. After several repetitions, the dog begins to associate the sound of the metronome with food and begins to salivate when it hears the sound of the metronome. In this case, the metronome becomes a conditioned stimulus (CS), while the food becomes an unconditioned stimulus (US). The saliva that comes out of the dog becomes a conditioned response or action (CR). In Pavlov's stimulus and response theory, a conditioned stimulus (CS) can trigger a conditioned response or action (CR) after an association or connection occurs with an unconditioned stimulus (US). This process is called associative learning.(Sari & Hariyadi, 2023) Pavlov's stimulus and response theory can be applied in learning to influence students' responses or actions in learning. By providing the right stimulus, teachers can influence students' responses or actions in learning so that students can learn more effectively.

If it is related to the activity journal that applies to students, with the subject being students, (CS) Conditioned Stimulus in this program is a diary containing students' activities, (US) Unconditioned stimulus is praise or evaluation from the teacher when students female students succeed in carrying out daily activities according to their notes, and (CR)

Conditional response is when students tell the truth and carry out activities systematically every day without any notes and being supervised by teachers or parents.

In line with this, habituation theory states that the process of activities carried out repeatedly can make individuals accustomed to behaving, behaving, and thinking following predetermined goals. Habituation is a method used to familiarize students with thinking, behaving, and acting following the rules of Islamic teachings. Among other things, habituation is started before it is too late, carried out regularly and continuously, monitored closely, consistently, and firmly, and gradually changed to non-verbalistic habits as the child gets older. Habituation is a very important educational approach, especially for children. As part of this activity journal program, students are required to carry out activities according to daily activity records with supervision and control from the homeroom teacher and student guardians, who are in direct contact with students every day (Arief et al., 2022). This is following habituation theory, and students' attitudes and behaviour will automatically and slowly follow the values they instill.

After two years of implementing activity journals at SDN Wagir Lor, in grades 4 and 5 especially. From the resource person's expression, this activity has a significant influence and impact on students. This can be seen from the different attitudes and behaviours of students before and after the program was implemented. In addition, from the results of the parent's report which was submitted to the homeroom teacher, students experienced changes in behaviour in a more positive direction, although they did not change directly for the better, but little by little.

Changes in behaviour shown by students include the intensity of gadget use, which after the program runs, gadget use by students can be slightly controlled and reduced. Furthermore, this program also influences student learning outcomes, with well-managed student activities affecting student concentration when in class. Students who previously played on gadget and carried out useless activities that took up their rest time had an impact on teaching and learning activities. Still related to the previous problem regarding character which is becoming more and more of a concern day by day due to the negative influence of technology and gradually the character and attitudes of students are getting better.

CONCLUSION

In an era of global technological progress, the Alpha generation grew up in an environment that was heavily influenced by advanced technological devices. However, the negative impact of dependence on gadgets, especially on student behaviour and character, is a serious concern. Character education is an important foundation in responding to this challenge. Programs such as activity journals are key in forming positive habits and reducing students' dependence on technology. The involvement of parents and teachers in implementing these programs is very important. Effective communication and close collaboration between teachers and parents provide crucial support. Habituation theory, as explained by Pavlov, underlies these programs. By providing consistent stimulus, students can form positive habits that replace negative behaviour, such as excessive use of gadgets. After two years of implementation, the activity journal program has proven successful. Students experience behavioural changes that include reduced excessive gadget use, increased concentration in class, and better character development. This shows that habituation programs have great potential in shaping student character and creating a healthy and productive learning environment. However, it is important to continuously monitor, evaluate, and engage all stakeholders to ensure the long-term sustainability and effectiveness of these programs. This activity journal program has proven to be effective as a curative measure for students' gadget addiction problems

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