



THE INFLUENCE OF HOME HABITS ON THE LEARNING PROCESS OF ELEMENTARY SCHOOL STUDENTS

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Abstract

Habits developed within the family environment play an important role in supporting the success of the learning process of elementary school students. The home serves as the first educational environment for children before they enter formal education at school. This study aims to describe the influence of home habits on the learning process of elementary school students, particularly in terms of discipline, learning attitudes, and learning motivation. This research employed a qualitative approach using a case study method. The research subjects included elementary school students, parents, and classroom teachers. Data were collected through interviews, observations, and documentation. Data analysis was conducted through data reduction, data display, and conclusion drawing. The findings indicate that positive home habits, such as regular study routines, time discipline, the development of responsibility, and parental support, influence students' readiness, activeness, and motivation in the learning process at school. Therefore, collaboration between parents and teachers is essential in fostering positive habits in students from an early age.

Keywords: home habits, learning process, elementary school students, case study, qualitative research

INTRODUCTION

Education is a conscious and planned effort to create learning conditions and learning processes that enable students to optimally develop their potential. At the elementary school level, education does not only focus on academic achievement but also on the formation of attitudes, habits, and character. Therefore, the success of the learning process in elementary schools is influenced by various factors originating from both the school and family environments.

The family is the first and primary educational environment for children. Before entering formal education, children develop various habits at home through parenting patterns, interactions among family members, and daily activities. These habits include study habits, discipline, communication styles, time management, and the use of digital

devices. Habits formed at home significantly influence children's attitudes and behaviors during the learning process at school.

In practice, several problems are still found in the learning process of elementary school students, such as lack of concentration, low learning motivation, poor discipline in completing assignments, and passive behavior during classroom activities. These problems are not always caused by school-related factors but are also influenced by habits developed at home. Children who are not accustomed to regular study routines, receive limited parental guidance, or excessively use digital devices without supervision tend to experience difficulties in following classroom instruction.

In this context, the role of parents in establishing positive habits at home is crucial. Parents function not only as providers of physical needs but also as educators who guide, direct, and model positive behavior in daily life. Parental support in the form of learning assistance, motivation, and the creation of a conducive learning environment at home can enhance students' readiness and enthusiasm for learning at school.

Furthermore, technological development has also affected children's habits at home. The intensive use of digital devices, if not properly supervised, may reduce study time and social interaction. However, when used wisely, technology can support the learning process. Therefore, parents play a key role in guiding children's use of digital devices to ensure positive learning outcomes.

Based on the above explanation, home habits have a significant influence on the learning process of elementary school students. Thus, examining the influence of home habits on school learning processes is essential. The findings of this study are expected to provide insights for teachers and parents regarding the importance of collaboration in forming positive habits from an early age to support successful learning in elementary schools.

METHOD

This study employed a qualitative approach using a case study method. The qualitative approach was chosen to gain an in-depth understanding of the influence of home habits on the learning process of elementary school students. The case study method was used to examine this phenomenon contextually and comprehensively within a specific educational setting.

Data sources included verbal statements from parents and observations of students' learning behaviors at school. Data collection techniques consisted of interviews, observations, and documentation, including academic records, students' assignments, and other relevant documents. Data analysis was conducted qualitatively through the following stages:

1. Data reduction, by selecting and focusing data related to home habits and



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- students' learning processes.
2. Data display, by organizing data into narrative descriptions and summary tables of findings.
 3. Conclusion drawing, by identifying patterns and meanings regarding the relationship between home habits and the learning process of elementary school students.
 4. Data validity was ensured through technique and source triangulation by comparing interview, observation, and documentation data. Prolonged engagement and careful observation were also conducted to ensure the accuracy and credibility of the data.

RESULTS AND DISCUSSION

1. Research Findings

The findings were obtained through interviews with parents, classroom observations, and documentation analysis of students' learning outcomes. The results indicate that home habits have a noticeable influence on the learning process of elementary school students. Interview results show that students who are accustomed to regular study routines at home tend to be more prepared for classroom learning. These students demonstrate active participation, follow teachers' instructions, and complete assignments on time. In contrast, students without consistent study habits at home tend to show lower concentration, passive behavior, and difficulty understanding learning materials. Classroom observations reveal that discipline habits cultivated at home affect students' behavior at school. Students who are accustomed to discipline at home, such as waking up on time and following family rules, tend to be more orderly, comply with school regulations, and demonstrate responsibility for their school tasks.

Additionally, interviews with parents indicate that parental support significantly influences students' learning motivation. Parents who actively assist and motivate their children contribute to the development of students' self-confidence and learning enthusiasm. Documentation of learning outcomes shows that students who receive strong parental support and maintain positive study habits tend to achieve more stable academic performance.

The use of digital devices at home was also identified as an important factor. Unsupervised use of digital devices negatively affects students' learning concentration, whereas parental supervision and limitations help students remain focused during learning activities.

2. Discussion



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These findings support Slameto's (2015) view that the family environment, particularly parental habits and attention, is a critical factor in students' learning success. Study habits developed at home serve as a foundation for students' learning readiness at school. At the elementary level, students require consistent habituation and guidance. This aligns with Sudjana's (2017) assertion that learning readiness significantly determines learning success. Students with established home study habits demonstrate better readiness and active engagement in classroom learning. Discipline cultivated at home also influences students' behavior at school. Lickona (2013) emphasizes that discipline instilled from an early age contributes to positive character development. The findings indicate that students accustomed to discipline at home are more capable of complying with school rules and taking responsibility for learning tasks. Parental support plays an essential role in enhancing learning motivation. According to Syah (2018), learning motivation is influenced by external factors, including family support. Parental guidance and encouragement help students build confidence and positive attitudes toward learning. Regarding digital device use, the findings align with Hurlock's perspective that the family environment influences children's behavioral development. Uncontrolled use of digital devices can disrupt learning concentration, while parental supervision can guide children to use technology as a supportive learning tool.

Overall, the findings demonstrate that home habits significantly influence the learning process of elementary school students. Therefore, strong collaboration between parents and teachers is essential to foster positive habits from an early age and optimize learning outcomes.

DISCUSSION

The results indicate that home habits strongly influence the learning process of elementary school students. Consistent study habits at home improve students' readiness, participation, and comprehension during classroom learning. This finding supports Sudjana's view that learning readiness is a key factor in learning success.

Discipline developed at home also positively affects students' learning attitudes at school. Students accustomed to discipline and responsibility at home tend to be more orderly and compliant with school rules. This supports Lickona's argument that character development, including discipline, should begin early through family habituation.

Parental support plays a vital role in increasing learning motivation. Parental guidance and attention foster students' self-confidence and positive learning attitudes. This finding aligns with Slameto's assertion that parental attention is a significant external factor influencing learning success. Additionally, digital device use at home requires supervision to prevent negative impacts on learning



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concentration. Controlled use can support learning, while excessive use may hinder focus. Therefore, collaboration between parents and teachers is crucial in establishing positive habits.

CONCLUSION

Based on the findings and discussion, it can be concluded that home habits significantly influence the learning process of elementary school students. Positive study habits, discipline, responsibility, and parental support contribute to students' readiness, motivation, and participation in school learning activities. The case study shows that students who develop regular study routines and receive parental guidance tend to be more active, disciplined, and successful in learning. Conversely, lack of habituation and supervision at home, particularly regarding digital device use, may hinder students' learning concentration and performance. Therefore, close collaboration between families and schools is necessary to cultivate positive habits from an early age to ensure optimal learning processes in elementary education.

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