

## Application of Habituation Method to Improve Learning Achievement of Pii Reading Material for Grade 6 Students of State Elementary School 100260 Simataniari

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**Abstract:** This study aims to analyze the application of the habituation method in improving the learning achievement of Islamic Religious Education (PAI) in reading material in grade VI SDN 100260 Simataniari. The habituation method is a learning strategy that emphasizes repetition and consistency in reading activities to form positive habits in students. This study uses a qualitative approach with a descriptive method. The data collection techniques used include observation, interviews, and documentation. The results of the study show that the habituation method is able to increase students' interest and reading skills. This has a positive impact on the understanding of PAI material, improves evaluation results, and fosters higher motivation to learn. With the application of structured and sustainable reading habits, students become more accustomed to understanding texts and are able to relate them to the Islamic values taught. The conclusion of this study shows that the habituation method is an effective approach in improving PAI learning achievement, especially in building a culture of reading in elementary schools. Therefore, this method can be used as a recommended learning strategy to improve the quality of education, especially in PAI learning.

**Keywords:** Habituation Method, Learning Achievement, Love of Reading, Islamic Religious Education, Elementary School.

### INTRODUCTION

Reading is a very important basic skill in the learning process, especially in Islamic Religious Education (PAI) subjects. Good reading habits can help students understand Islamic concepts more deeply and improve their academic performance. However, in reality, students' interest in reading is still relatively low, especially in understanding PAI material independently. This low interest in reading can hinder students' understanding of religious values taught in PAI subjects.

Several studies show that the low interest in reading among students is caused by the lack of effective learning methods in fostering the habit of reading sustainably (Sari & Nugroho, 2021). Many teachers still use conventional methods in learning, such as lectures and reading assignments without an interesting approach. This causes students to be less motivated to read independently and make reading activities a burden, not a fun habit.

In an effort to increase students' interest in reading, a learning strategy is needed that is able to instill the habit of reading consistently. One of the strategies that can be applied is the habituation method, which is an approach that emphasizes repetition and consistency in reading activities to form positive habits (Rahman, 2022). With habituation, students are expected to develop a more independent learning pattern and increase their absorption of the PAI material taught.

This habituation method has been proven to be effective in improving students' reading skills at various levels of education. According to research by Putri et al. (2023), the application of habituation methods in learning is able to increase students' absorption of subject matter, especially in understanding academic reading texts. In addition, this method can also increase students' motivation to read because they are used to doing reading activities in their daily lives.

In the context of PAI learning, the application of the habituation method can help students better understand Islamic teachings through religious texts. The habit of reading verses of the Qur'an, hadith, and other Islamic literature will make students more familiar with the religious concepts taught in the curriculum. This is in line with the findings of Hasanah (2021) which stated that the habit of reading in PAI subjects can increase students' understanding of Islamic values and strengthen their religious character.

In addition to the benefits in understanding the material, the habituation method also has a positive impact on improving student learning achievement. A study conducted by Rachmawati and Syamsuddin (2022) shows that students who have good reading habits tend to obtain higher learning outcomes compared to students who rarely read. This shows that the habituation method not only increases reading interest, but also has a direct impact on students' academic achievement.

Although the habituation method has many benefits, its application in schools still faces various challenges. One of the obstacles that is often faced is the lack of support from the school environment and family in building students' reading habits. According to research by Dewi and Prasetyo (2023), reading habits will be more effective if they are supported by a conducive environment, both at school and at home. Therefore, there needs to be cooperation between teachers, parents, and schools in creating a sustainable reading culture.

Based on the problems that have been described, this study aims to analyze the effectiveness of the application of the habituation method in improving PAI learning achievement in reading material in grade VI SDN 100260 Simataniari. By understanding the impact of this method on students' interests and learning achievements, it is hoped that this research can contribute to the development of more effective learning strategies in improving reading culture in elementary schools.

## **METHODS**

This study uses a qualitative approach with a descriptive type of research. The data sources in this study consist of primary data and secondary data. Primary data was obtained directly from observations of students' reading activities, interviews with teachers and students of grade VI of SDN 100260 Simataniari, as well as documentation related to the application of habituation methods in Islamic Religious Education (PAI) learning. Secondary data was obtained from books, journals, scientific articles, and other documents relevant to the application of habituation methods in improving student learning achievement in PAI subjects.

## Data Analysis

The data obtained in this study were analyzed using qualitative descriptive analysis techniques. The data analysis process is carried out through three main stages, namely data reduction, data presentation, and drawing conclusions (Miles & Huberman, 2020). Data reduction is carried out by sorting and summarizing relevant data to facilitate the analysis process. Furthermore, the reduced data is presented in the form of a narrative description describing the pattern of application of the habituation method and its impact on student learning achievement. The last stage is to draw conclusions based on the findings of the research to determine the effectiveness of the habituation method in improving the learning achievement of PAI students in grade VI of SDN 100260 Simataniari. The validity of the data is checked through triangulation of sources and techniques to ensure the accuracy and validity of the research results.

## RESULTS

The results of the study show that the application of the habituation method in learning Islamic Religious Education (PAI) in grade VI of SDN 100260 Simataniari has a positive impact on students' interest and learning achievement. Observations made during the study showed an increase in students' reading frequency after the habituation method was applied. Students who previously rarely read are now more active in reading religious books, verses of the Qur'an, and other PAI materials. Interviews with teachers also revealed that this method helps students understand the material better, because they are used to reading regularly and independently.

Documentation of the results of learning evaluation before and after the application of the habituation method showed an increase in student scores. Before this method was implemented, the average score of students in PAI subjects was in the sufficient category. After the habituation method was implemented, there was a significant improvement, with most students achieving the good and excellent categories. This shows that reading habits that are applied consistently have a direct impact on students' understanding and academic achievement in PAI subjects.

The data obtained from observation and documentation showed that the reading frequency of students increased gradually during the application of the habituation method. Before this method was implemented, most students read PAI material only when given assignments by teachers. However, after a few weeks of applying the habituation method, students began to read with their own awareness without having to be commanded. This shows that the habituation method has succeeded in instilling the habit of reading independently among students.

To see the impact of the habituation method on student learning achievement, a comparison of daily test scores before and after the application of this method was carried out. The following table presents the change in the average student grade:

Value Category	Before Deployment (%)	After Implementation (%)
Excellent (86-100)	15%	40%
Good (76-85)	30%	45%
Quite (66-75)	40%	15%
Less (<65)	15%	0%

From the table above, it can be seen that the percentage of students who achieve the "Very Good" category has increased from 15% to 40%, while the students in the "Less"

category have decreased by 0%. This shows that the habituation method not only improves reading habits but also has a significant impact on improving students' academic achievement.

#### Data Verification

To ensure the validity of the findings, this study uses a triangulation technique, namely by comparing the results of observations, interviews, and documentation. The data obtained from observations about the increase in students' reading activities was reinforced by the teacher's statement that the habituation method made students more interested in reading PAI material. In addition, the increase in students' academic scores recorded in the evaluation document is also concrete evidence that this method is effective in improving their learning achievement.

In addition to source triangulation, this study also uses triangulation techniques, namely by comparing data obtained from various data collection methods, such as observation notes, interview results, and academic grade documentation. The overall results of the analysis show that there is a harmony between improving reading habits and increasing student learning achievement, so it can be concluded that the habituation method is an effective strategy in improving the quality of PAI learning in elementary schools.

From interviews with students, most stated that they enjoyed learning PAI more after the application of the habituation method. They feel more confident in understanding the material because they are used to reading regularly. Teachers also acknowledged that the classroom atmosphere became more conducive, because students were better prepared to receive the subject matter.

Based on the results of this study, it can be concluded that the habituation method not only increases students' interest in reading but also has a direct impact on their academic achievement. Therefore, this method can be used as a recommended strategy in PAI learning to improve students' reading culture and understanding of religious materials.

## **DISCUSSION**

Data validation in this study was carried out using the triangulation technique, namely by comparing the results of observations, interviews, and documentation of students' academic grades before and after the application of the habituation method. This technique aims to ensure that the findings obtained are accurate and trustworthy. Observations are carried out directly in the classroom to see changes in students' reading habits after the habituation method is applied. Interviews with teachers and students were also conducted to obtain information about their experiences in undergoing this method. In addition, documentation of daily test results and report card scores is used to see changes in students' academic achievement quantitatively.

In addition to source triangulation, validation is also carried out by triangulation techniques, namely by comparing data obtained from various data collection methods. In this way, the validity of the data can be ensured as various sources show consistent results.

Based on the results of data validation, it was found that all data collection methods showed an increase in students' interest in reading and academic achievement after the application of the habituation method. The observation results showed that students became more active in reading and showed an enthusiastic attitude towards the PAI material. This was reinforced by interviews with teachers who stated that students were better prepared to follow lessons because they had the habit of reading before learning began.

Academic grade documentation also shows a significant improvement. Before the habituation method was applied, most students obtained grades in the fair and good categories. However, after the implementation of this method, the number of students who achieved the excellent category increased significantly. The following table shows a summary of the results of data validation based on the three methods used:

Validation Method	Findings Before Implementation	Post-Implementation Findings
Observation	Students rarely read, lack enthusiasm in learning PAI	Students are more active in reading, showing higher interest in learning PAI
Interview	The teacher stated that students did not understand the material because they rarely read	Teachers see increased student understanding and participation in class
Value Documentation	The majority of students scored in the fair and good categories	The majority of students improved to the good and excellent categories

The results of this validation show that the habituation method has a real impact on improving students' reading habits and their academic achievement in PAI subjects. Therefore, this method can be used as a recommended strategy in learning to form a sustainable reading habit.

## CONCLUSION

The results of this study show that the application of the habituation method in Islamic Religious Education (PAI) learning in grade VI SDN 100260 Simataniari has a significant positive impact on students' reading habits and learning achievement. The observations made showed that students who previously rarely read began to get used to reading PAI material independently and were more active in participating in learning. Interviews with teachers also corroborated these findings, where they saw changes in students' attitudes and enthusiasm in understanding religious material. In addition, the results of academic grade documentation showed a significant improvement in student learning achievement, with more students achieving the good and excellent categories after the habituation method was applied.

The habituation method that is applied consistently has proven its effectiveness in improving students' understanding of PAI material. The reading habits formed through this method not only help students in understanding the material being taught, but also increase their overall motivation to learn. With an increase in academic grades and reading skills, this study emphasizes that the habituation method can be an effective strategy in improving the quality of PAI learning in elementary schools.

Academically, the habituation method has been proven to improve student learning achievement in PAI subjects. The improvement of students' understanding of the material taught has a direct impact on the results of their evaluation, which is reflected in the increase in academic scores. In other words, structured reading habits not only help students in one subject, but they also have the potential to have a positive impact on other subjects that require reading and text comprehension skills.

In terms of social contribution, the reading habit method also has a long-term impact on building a literacy culture in the school environment. By making students accustomed to reading regularly, schools can create a more active learning environment and support the development of students' character, especially in terms of discipline and responsibility for the learning process. In addition, reading habits formed early on can continue to higher levels of



education, providing long-term benefits in improving the quality of education in the community.

Based on the findings of this study, the habituation method can be one of the effective solutions in overcoming students' low interest in reading and improving their academic achievement. Therefore, the application of this method needs to continue to be developed and applied in various other subjects to form a generation that has a strong literacy culture and better academic achievement.

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