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Learning Behavior in Establishing Student Personality Competencies in 2nd Grade of State Elementary School 5 Sungai Raya

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Abstract

The problems studied are: 1) What is the class II student's learning behavior in classroom/face-to-face learning activities? 2) How is the Student's learning behavior in a structured activity? 3) How are students' learning behaviors in their own activities? 4) What is the student's personality competence that is formed from the learning behaviors they have done so far. The method used is descriptive qualitative, using research instrument: observation of participant/participant observation, interview, and documentation. The sample of this research is four informant of the second-grade student, second semester, that is GL, US, ML, AR. The findings of this study explain that the learning behavior of second-grade students of SD Negeri 5 Kecamatan Sungai Raya Kabupaten Kubu Raya in the learning activities in class II based on curriculum system 13 (K 13), has been done according to the standard of learning process in the class, but not yet maximal. The Personality of the Class II Student is seen in dynamic conditions, in the process of forming according to the period of development that occurred in his time, with the GL details lacking enthusiasm in following the lesson, US diligent and passionate even though he was less intelligent in learning, ML quiet but diligent, and AR is diligent and passionate but likes to be noisy in the classroom, nevertheless the development of their personality. including enough categories, in terms of self-esteem, respect for other people's opinions, courtesy, and cooperation they display in interacting with their peers.

Keywords: Behavior, Learning, Personality

Introduction

Learning Behavior is an action, an activity inseparable from human life. With this process, we gain experience of learning which is a series of processes and events experienced by each individual especially done students in a certain space (classroom), library, and at home in accordance with the methods or learning strategies provided by each educator as well by the Disciple independently. Each teacher has a different teaching strategy in each subject so that it can fill and shape their experiences which in turn contributes to the formation of student personalities.

Learning behavior and learning experience are closely related to the development of process skills. The more intellectually, physically and socially active Disciples seem to be more meaningful to one's learning experience. By doing it yourself, or in groups, a Disciple will more appreciate and articulate the meaning of learning. It is different if only by listening or just reading. There is a frequent expression in the world of education that is "experience is

the best teacher", where through real experience a person doing learning activities. Student's learning behavior will largely determine whether he is successful or just an average-looking student.

SD Negeri 5 Kecamatan Sungai Raya Kabupaten Kubu Raya in the last 7 years has implemented Curriculum KTSP, and the last 2 years of learning with K 13. Implementation of this curriculum is intended that the students who study in the school environment are more likely to gradually improve the quality of learning significantly. Curriculum K 13 is a substitute or refinement of the curriculum that has been applicable that is Curriculum Level of Education Unit.

With the occurrence of changes in the curriculum of elementary and secondary education with Decree of Education Minister Number 24 of 2016 on Core Competence

(KI) and Basic Competence (KD). The curriculum currently demands a learning process undertaken by teachers and Pupils have a nationally accepted competency standard so that Indonesians today and the future will be able to compete with the international job market.

From the description of the condition of the change of academic activities, the learning process in the school is demanded to be able to encourage and develop the self-potential. Students can be optimally empowered, so that they will have K1, K2, K3, and K4, as competence dimensions appropriate level and level of education at Dasr School. For Elementary School Grade II, the learning opportunities they undertake should be a valuable opportunity in filling and maturing the intellectual qualities and in turn able to form the personality of the students who are ready to follow the development of the next stage in class III.

For that reason, this research is considered important in diggers and examine the problems of learning behavior that they do. The results of this study may be able to provide input to the students, teachers, parents, and institutions to make changes in learning and guidance both regarding the development of cognitive and also related to the development of their personalities.

Learning problems that often occur in students in general, can be caused by internal and external factors. Internal factors such as low learning interest, learning attitudes (lack of interest, lack of willingness to learn, not interested in reading), learning motivation, learning-lazy concentration open books, but thoughts to other problems, processing learning materials, learning outcomes, confidence, less consistent learning habits. External Factors: Teacher Factor, Social Environment / Peer, Family, and Facilities (Syaiful Sagala, 2008: 221-222).

Recently, many Disciples are trapped in a life that sometimes violates the norms and laws outlined by the government, such as the use of drugs, and immoral actions (lewd acts, friend bullying) so that the lives of our young generation seem to have no future and often do reckless action it is very risky. From the side of learning n we often hear the cheating behavior of the work of other friends, and also change the value of because they are lazy to work hard, thus harming themselves and others.

These problems often occur, because they have made mistakes in learning, lazy reading textbooks, limited economic ability and the like, should not have an impact on their learning behavior in running face to face tasks, structured and independent.

Literature Review

Every Disciple needs to grow ability and love. When children suffer from learning delays, parents need to work harder to develop their child's confidence and ability to build healthy relationships with others. Building confidence and good relationships with others is as valuable as developing academic ability (Derek Wood 2011: 55)

Technological advances and information have more or less affected education, for example: making IP rights violations easier because of the easy access to data that leads to plagiarism and fraud. The administrative system of an educational institution is like a system without a gap, but if there is any carelessness in running the system it will be fatal. The negative impact of television is to train the child to think short and stay concentrated in a short time (short-term attention)(<http://www.dosenpendidikan.com/15-the-negative-and-positive-technology-information-in-room-source/online/the-positive-negative-impact-of-technology-in-education/> 22.10).

There are other opinions to be able to solve the problem of learning among students is according Sagala, some things need to be considered, for example: note the mood, prepare the study room, communications, identify students, allocate learning difficulties, less active (Syaiful Sagala, 2008,221-222).

Learning Outcomes

According to Purwanto (2011: 44) "learning outcomes are acquisition due to learning activities or processes that result in functional output changes". Meanwhile, according to Nana Sudjana (1980: 22) "learning outcomes are the abilities possessed students / Disciples after he received his learning experience".

Behaviorism is a flow of psychology that views individual learning activities only in terms of physical phenomena and ignores the mental aspects. In other words, behaviorism does not recognize the intelligence, talents, interests, and feelings of individuals in a learning activity. Learning events simply train reflexes in such a way as to become a habit that is controlled by the individual. Mastery of skills learned Student gradually and accumulated associated with the formation of personal competence or personality.

Spencer and Spencer explain that ability is a fundamental characteristic of a person who reciprocates with an affective criterion and the best skills of a person in the job. Competence is quite deep and lasting as part of a person's personality so it can be used to predict a person's behavior when dealing with problems.

Hall and Jones, explains 3 aspects of competence, namely: (1) Cognitive Competence: includes knowledge, understanding, and attention, (2) Affective Competence: includes attitude, values, interests, and appreciation. (3) performance competence: skill demonstration and psychomotor, (4) product competence: change skill (5) Explorative or expressive competence, an acquisition of experience for life (Muslich Mansur, 2014: 15-16). Other opinions of learning outcomes related to the 4 pillars of educational objectives according to Unesco are Learning to know, Learning to do, Learn to live together, earning to be. Learners can develop all aspects of his personality so that the human being is round and whole (Dakir, 2004: 123).

Learning needs to be designed through interactional design, which is the process of systematically designing the analysis of learning needs, designing learning materials and designing the development of strategies and instructional techniques including designing the utilization of various resources and potentials available to achieve learning objectives (Sanjaya Vienna, 2010: 87)

Curriculum K 13 oriented to the achievement of competence, has a fundamental difference compared with the previous curriculum KTSP. Philosophically the curriculum is more emphasis on the goal to form human beings who have the basic skills (competency oriented), not humans who only master the subject matter (content-oriented).

Depdiknas (2002) suggests the characteristics of curriculum oriented to the achievement of competence in more detail as follows:

a. Emphasize the achievement of student/student competencies both individually and classically

- b. Learning-oriented outcomes (learning outcomes) and diversity.
- c. Submission in learning using a variety of approaches and methods.
- d. Learning resources are not only teachers but also other learning resources that meet the educational element.
- e. Assessment emphasizes the process and learning outcomes in efforts to master or attain a competence (Sanjaya Wina, 2010: 79-85).

Personality Competence

A good student needs to have personality competencies because the future student/generation is a personal figure that needs to be built and prepared. Personality Competence is a person's personal competence needed to be a good student (M.Surya, 2003: 138). This competence includes personal abilities for self-understanding, self-acceptance, self-direction, and self-realization.

Cece Wijaya and A Tabrani Rusyan (1994: 14) describe personality competence can take the form of stability and personal integrity, thinking of alternatives, fair, honest, and objective, disciplined, diligent work, striving for the best, sympathetic, flexible, wise, simple in action. open, creative and authoritative. Permendikbud RI, (article 28, paragraph 3, describes as an ability that reflects some attitudes, among others, a solid personal person of a person, able to provide good behavior to others, a figure of interest and praiseworthy. According to Djaali, (2009: 2), the personality of a dynamic process in the self is continuously performed on the system of physical and mental, so as to form a pattern of adjustment, unique or unique to each person to the environment. Bruce J. Colen (1992: 119), personality is a complete union of attitudes, traits, emotions, and values that affect a person to act according to the expected procedure. W. Allport, (Djaali, 2009: 2), personality is a dynamic organization in the psychopathic system within the individual that determines its unique alignment to the environment.

In this study, the learning behavior of students who are positive and creative can form cognitive competence, affective competence and personal competence Second Class Students of SD Negeri 5 Kecamatan Sungai Raya can make a significant contribution to the implementation of teacher duties and responsibilities in building a good student self in later day.

From the above description can be concluded that "someone who performs learning activities, both in the form of cognitive, affective and also the actions concerned will undergo a change both mental, physical and also related to personality. The student personality may take the form of confidence, accepting others, respecting others, being friendly, helping others and the like.

Research Method

According to Usman Rianse and Abdi (2009: 28), research methods based on the nature of the problem affect on various kinds of research design, which can be classified into 9 (Nine) kinds of categories, namely:

- a. Historical research
- b. Descriptive research
- c. Research developments
- d. Case studies and field research
- e. Correlational research
- f. Causal-comparative research
- g. Real experimental research
- h. Pseudo-experimental research
- i. Action research

Based on the above, the appropriate method and used in this research is descriptive qualitative method. According to Hadari Nawawi (2007: 68), descriptive method has the following characteristics:

- a. Concentrate on solving existing problems at the time of research (current) or actual issues.
- b. Describe the facts about the problem being investigated as it is, accompanied by a reasonable rational interpretation.

In this research, the researcher will describe objectively and factually about "Learning Behavior and Personality Competence of 2nd Grade Students, 2nd Semester of SD Negeri 5 Kecamatan Sungai Raya Kabupaten Kubu Raya, West Kalimantan.

Forms of Research

According to Winarno Surakhmad (1998: 139), there are seven forms of research from descriptive methods, namely:

- a. Survey
- b. Case study
- c. Comparative study
- d. Study time and motion
- e. Behavioral analysis
- f. Quantitative analysis
- g. Operational studies

Based on the above opinion, then the form of research used in this research is survey and behavioral analysis. According to Winarno Surakhmad (1998: 141-142), "Survey is generally a way of collecting data from a number of units or individuals at the same time". In this study, the researcher intends to obtain the facts from the symptoms that exist and look for factual information to be interpreted and compared with the predetermined standard on "Student's learning behavior and personal competence of 2nd Grade Students, 2nd Semester of SD Negeri 5 Kecamatan Sungai Raya Year 2017.

Population

According to Sugiono (2009: 90), "Population is a generalization region consisting of objects/subjects that have certain qualities and characteristics set by the researchers to be studied and then drawn conclusions. Then he continued "one man can be used as a population". Meanwhile, according to Suharsimi Arikunto (2002: 108) "population is the whole object of research".

Based on the two opinions above, it can be concluded that the population is the whole object/subject that serves as a source of data in research that has certain characteristics. The population in this study is the 2nd Grade Students of the State Elementary School of Sungai Raya Sub-district of the academic year 2017.

Sample

Meanwhile, according to Suharsimi Arikunto (2002: 117), the sample is "part or representative of the population studied". Because in this research using qualitative approach, hence taken 4 people, consisting of, ie GL, US, ML, AR. The reason for the selection of this sample is GL (Galih), because galih slow in receiving lessons but he is diligent, US (Ulfa Santika) children are diligent and passionate, but including less able to receive lesson, ML (Meli) child silent but quick in receiving lessons, AR (Abil Retanto) is a diligent and easy-to-accept child. Of the four students who so varied data collected will be more meaningful.

Research Location

The location of this research is in SDN 5 and class II SDN 5 Kecamatan Sungai Raya Kabupaten Kubu Raya, West Kalimantan, which is studying in the 2nd semester of 2017. Researchers observe their learning behavior and personality competency in class II, in school

environment, at home informants by visiting their homes and observing matters related to their learning behaviors and personal competencies.

Data Collection Technique

According to Hadari Nawawi (2007: 100-101), there are six techniques of data collection in a study. Of the six techniques above, the researcher chose to use direct participant observation techniques, direct communication techniques, and documentary study techniques. The technique of direct observation is done by observing the learning behavior and the Personality of the 2nd Grade Student when studying in class for 1 semester. Qualitative Research. takes place in the classroom during the learning process and at home, as well as the library. In addition, researchers need to identify the various documents that match the problems obtained by noting the personal experience of the informant, photographing, learning behavior and personality of the informant.

Data Analysis Technique

To draw conclusions from the data obtained then required data processing. The steps taken in data processing are as follows:

- a. Collecting data through observations and interviews
- b. Checking the data that has been collected
- c. Analyze the data that have been obtained
- d. Summing up

The data of direct interviews in the analysis with qualitative descriptive analysis techniques is the analysis is not in the form of numbers, but based on observations, and interviews are then processed, so that can be drawn conclusions in accordance with the issues discussed.

Results and Discussion

1. Informant GL:

a. Learning Behavior in Face-to-face Activities

When face-to-face learning activities take place GL has followed the process, but he does not write well, he listens pretty well, only he does not understand when asked.

In terms of activities ask GL is classified Students who never asked this can be understood by the researchers until the time of MID semester he did not know what to learn. While at home his mother diligently asked about homework and what lessons he got at school, and his mother taught him back at home but he did not want the excuse of tired and want to play it. Although rarely studied at home but the value of replication in his earnings showed good numbers.

b. Learning Behavior in Structured Activities

In structured activity (making papers) GL is slow and hardly understands the task that the teacher is giving. Sometimes the teacher has to repeat the same problem three times for GL to understand the task. although he did not understand the task he quickly completed the task and confidence enough to collect for review by the teacher. And he always taught his friends even though what he did was not necessarily true.

c. Learning Behavior in Mandiri Activities

In this activity GL got the guidance from her mother, to do the tasks given by her mother always help the teacher, that is not enough for GL because still slow in receiving lesson and its value still not good enough. Because curiosity about lessons is still lacking. However, GL is very enthusiastic when asked to read in the library available at school.

d. Student Personality Competencies

In relation to this personality competence, the researcher captures the dimensions and aspects of the GL personality as a Disciple, who has self-confidence, although not yet optimal,

passionate, friendly, cooperative, modest, respectful, respectful of other friends. These qualities arise when working on the problem, and help friends while working on the questions while reading in the library and listening to teacher explanations during the lesson. Behavior study of AM, in accordance with Arifin theory, which explains that "learning behavior, is a person's psychological reaction to the environment. A person's behavior can be observed through attitudes and actions and potential attitudes in the form of knowledge, motivation, and perceptions about the environment (Arifin, 2015: 2).

2. US informant

a. Learning Behavior in Face-to-face Activities

When the learning activities face to face MM has followed the learning process well. Similar to GL, the US also never made notes on the lessons described and written on the board. The US listens to the teacher's explanation well but when there is a task to do the US does not understand enough, so the teacher has to dig again, explaining slowly he just understands. But by the time UTS progresses he starts to be confused with what should be filled in the answer sheet. And his UTS score is not good enough. Until the end of the semester, the value obtained still shows the numbers are less.

b. Learning Behavior in Structured Activities

In completing the US structured task of being very confident and always at the forefront of his friends, and able to communicate well with his friends, even though he is less understanding with the task given by the teacher. The way he does the task the teacher gives is very fast and can help his friend who needs his help.

c. Learning Behavior in Mandiri Activities

In this activity US self-taught from his friends or see the book, he never wants to ask for help to his mother who is a teacher of SMPN or ask for help to her college student. So he really learns independently even though he really does not understand his own learning. Because he prefers to study alone. Therefore, if there is PR or other tasks he always gets less good value. He is diligent in reading but the reading is not a textbook but a storybook, although he is diligent reading the lesson is still reading spell.

d. Student Personality Competencies

In relation to this personality competence, the researcher captures the dimensions and aspects of the US personality as a Disciple, who has a high degree of self-confidence but does not understand what the teacher assigns to him, is passionate, friendly, cooperative, modest, respectful, respectful of other friends. These traits appear in the recording while in the classroom every day

3. Informant ML:

a. Learning Behavior in Face-to-face Activities:

When the face-to-face learning activities of ML have followed the process, he writes what the teacher writes on the board, he listens well, he makes notes well but his writing is still not tidy so that when told to reread he does not know what he wrote.

In terms of activity ML classified as a child who diligently asked, so up to MID semester arrived he always get good value. But if the teacher tells the copy of the textbook that the teacher recommends he never copy the reason for forgetting and his mother is not allowed his parents on the grounds there is no money.

b. Learning Behavior in Structured Activities

In structured activity in class II subjects (Tasks of PR and Arts and Cultural Arts and Skills), ML can complete assignments with his group friends according to their respective duties, so there is a division of tasks in the execution of the task. ML classified Disciple who has a sense of self-confidence has not been maximized when it must advance in front of the class, his

voice is and lack of excitement and not maximized in answering questions submitted by teachers.

c. Learning Behavior in Mandiri Activities

In this activity ML diligently study with friends at home and have learned at home with the help of his brother. But if observed self-learning ML is not optimal because he does not have his own book and his notes cannot read clearly and well, so self-learning activities cannot be measured properly, because it has not made a special note of its own neat and can be read back easily clear.

d. Student Personality Competencies

In relation to this personality competence, the researcher records the dimensions and aspects of the ML personality as a Disciple, who has a lack of self-confidence, lack of enthusiasm, friendship, collaboration, modesty, courtesy, respect for the opinions of other friends. when the day-to-day learning in the classroom and in the school environment when time to rest with friends.

4. Informant AR

a. Learning Behavior in Face-to-face Activities

When AR's face-to-face activities follow the learning process well, he makes notes, he does not listen to the teacher's explanation, because cool to play along with his friend's seat and sometimes he makes toys with a piece of paper from tearing his book. And the notes he wrote at random were important he wrote and mingled with practice and homework.

In terms of activity in class AR never ask because he never studied at home, and his parents are busy working so did not have time to guide his son to study at home. But in terms of good AR value, even he always gets ranked in the class. This invites further questions to be investigated in the future.

b. Learning Behavior in Structured Activities

In structured activity (Matapelajaran SBK and PR), AR can complete the task with his group friends well, there is a division of tasks with his friends so that the results are good. And AR dares to appear in front of the class with a loud and passionate voice, in every appearance he always showed a good attitude and always help his friends who can not do the task given the teacher.

c. Learning Behavior in Mandiri Activities

In this activity, AR learns by himself at home with the help of books that are borrowed from school, but he does not make good notes so that when reading back at home he was confused with what he wrote. Researchers closely observe that AR self-learning activities are less optimal because the notes are perfunctory and parents do not pay attention to their children learn because they are tired all day working to support his family. So this independent activity cannot be measured properly, coupled with parents who lack attention.

d. Student Personality Competencies

With regard to this personality competence, the researcher captures the dimensions and aspects of personality:

Personality Student of the 2nd grade is seen in dynamic condition, formed according to the period of development that occurred in his time, with the details of GL less enthusiastic in following the lesson, US diligent and passionate though he is less intelligent in learning, ML quiet but diligent, and AR diligent and passionate but noisy in the classroom, they each show the dynamics of the personality, including enough categories, in terms of self-confidence, respect for other people's opinions, courtesy, and the cooperation they display in interacting with their peers.

The result of this research is GL, US, ML, and AR, if studied based on attitude and motivation learning theory (Sanjaya, 2008: 160-162, 172-174), forming student personality

competence of future generation, the theory of Piaget ie learning in determining certain actions, such as self-confidence, friendliness, appreciate the opinions of other friends, accept differences of views with other friends, the theory is still very relevant.

Likewise with the theory of Attitude ... as the tendency of individuals to behave in accordance with values that are considered good by the individual concerned ((Sanjaya Vienna, 2008: 160-162), there are still parallels.

Motivation is a very important aspect of teaching students. Without motivation, it is impossible for students to have the will to learn (Sanjaya Vienna, 2008: 172-174). This theory is considered still very relevant to analyze the phenomenon under study.

Their personality competence has begun to be seen through their attitude and actions when performing in front of the class. US and AR, are already good. While GL and ML still have to strive to build and form the expected personality competence. In the US and AR the activities of hanging out and playing and working with his friends. Between the development of student personality of class II and the reference theory of this research can be said there is alignment between facts and theories as a tool of analysis.

Conclusions and Suggestions

From the presentation of the results and discussion of the above research, then in this chapter will be formulated in the following conclusions:

1. General

In general, the results of this study can be concluded that "Student Behavior of Class II, second semester of SD Negeri 5 Kecamatan Sungai Raya Kabupaten Kubu Raya West Kalimantan has been carried out and conducted according to the current K13 Curriculum system, but cannot be achieved optimally, it is clear that the behavior of learning in the ongoing learning activities have contributed to the formation of personality Student Class II SD Negeri 5 District of Sungai Raya is colored by the dynamics of their personal growth.

2. Specifically

a. Behavior of learning in face-to-face learning Second grade students of SD Negeri 5 Kecamatan Sungai Raya have been run in accordance with K13 learning system, but in learning activities face to face there is still behavior of child learning which not yet optimal, such as noting important things, notes of children who are still not well / neat, which not optimal so difficult to read back, less listening teacher explanation, appear in front of class not yet optimal, not all informants classified active, except AR.

b. Behavior learning in the learning of structured activities Second-year students, 2nd semester, Elementary School 5, has been running according to K13 learning system, and also in the presentation ability of PR and SBK duties are in line with the applicable learning system K 13, but from the aspect their independent activities cannot be measured clearly. Judging from the results of the value of report cards of class II informants, SD Negeri 5, they are categorized as having good grades.

c. Personality Student of class II, second semester of SD Negeri 5 Sungai Raya District is seen in dynamic condition, formed according to the developmental period of his time, with the GL details less enthusiastic in following the lesson, US diligent and passionate though he is less intelligent in learning, ML is quiet but diligent, and AR is diligent and passionate but likes to be noisy in the classroom, but and .. including enough categories, in terms of self-esteem, respect for other people's opinions, courtesies, and the cooperation they show.

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