



Identification of learning habits of grade IV students of the elementary school

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ABSTRACT

Effective learning strategies can lead to high-quality education. This study investigates the learning patterns of outstanding students at SDN 020 Tanjung Harapan, Kampar Regency, using a qualitative descriptive research design. The research subjects consisted of students in grades 1, 2, and 3, homeroom teachers, and parents of children with special needs. Data were collected through interviews and observations, and analyzed through three stages: data reduction, data display, and conclusion or verification. The research findings reveal that high-achieving students tend to demonstrate positive study habits, including organizing and creating study plans, regularly attending classes, reviewing materials, managing time efficiently, maintaining focus, and applying discipline in their studies. These learning strategies are practiced both at school and at home, enabling students to manage academic stress effectively and sustain high performance. Furthermore, these findings are expected to motivate underachieving students to adopt similar study patterns, ultimately leading to improved academic outcomes and personal development.

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ABSTRAK

Strategi pembelajaran yang efektif dapat menghasilkan pendidikan berkualitas tinggi. Penelitian ini bertujuan untuk mengkaji pola belajar siswa berprestasi di SDN 020 Tanjung Harapan, Kabupaten Kampar, dengan menggunakan desain penelitian deskriptif kualitatif. Subjek penelitian terdiri dari siswa kelas 1, 2, dan 3, wali kelas, serta orang tua dari anak berkebutuhan khusus. Pengumpulan data dilakukan melalui wawancara dan observasi, kemudian dianalisis melalui tiga tahapan, yaitu reduksi data, penyajian data, dan penarikan atau verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa siswa berprestasi cenderung memiliki kebiasaan belajar yang positif, seperti menyusun dan merencanakan jadwal belajar, mengikuti pelajaran secara teratur, mengulang materi, mengelola waktu dengan baik, menjaga fokus, serta menerapkan disiplin saat belajar. Strategi belajar ini dilakukan baik di sekolah maupun di rumah, sehingga membantu siswa dalam mengelola stres akademik dan mempertahankan prestasi yang tinggi. Selain itu, temuan ini diharapkan dapat memotivasi siswa yang kurang berprestasi untuk mengadopsi pola belajar serupa demi meningkatkan hasil akademik dan pengembangan diri.

Kata Kunci: disiplin; kebiasaan belajar; pencapaian akademik; pola belajar

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INTRODUCTION

Indonesia is a developed and developing country. Progress can be achieved by improving the human resource base in the country, which will have a significant impact on everyone's journey towards education and a better future. Of course, parental involvement is also essential in education. Effective learning strategies can lead to high-quality education. When learning takes place in a comfortable environment, individuals are able to study more effectively (Fadilla & Nurfadhilah, 2022). One of the goals of the learning process is behavior modification (Munna & Kalam, 2021). Teachers have a responsibility to play in providing scientific information to children. After receiving and processing the material, students will apply it to their knowledge. Naturally, everyone learns differently and has different ways of acquiring new information. Education plays an important role in society.

The level of education of a country's citizens greatly determines the progress or decline in the quality of that society or nation. Parents deliberately try to educate their children and this always has implications and leads to moral responsibility for all their actions (Carr, 2023). The goal of education is to create a directed learning process. So it is hoped that teachers can be directly involved in managing an effective learning environment and play an important role in the student learning process. Learning activities are the most basic activities in the entire school curriculum (Khaira et al., 2023). This means that the way students perceive the learning process as learners has a significant impact on whether educational goals are successfully achieved.

But understanding the basics of learning is necessary to be successful in our educational endeavors. Repetition is one of them; in order for students' knowledge, abilities, and attitudes to deepen, the learning process must be repeated several times. As educators, teachers must be able to help students achieve their learning goals (Qorib, 2024). Achieving these goals will inspire students to learn more and make achieving learning goals at the next level simpler. Students can be declared to have learned if they are able to fulfill general learning objectives (Hew et al., 2023). However, in reality, not all students are able to achieve the predetermined learning goals. This is caused by the existence of different grasping abilities among students.

A student's method of learning or the study habits they adopt can help them achieve the best educational outcomes and succeed academically. Every student, as the nation's next generation, must receive quality education so that their potential can quickly develop, evolving into strong individuals with various abilities and practical skills. Therefore, everyone must have efficient study habits in order to participate effectively in learning activities. Through learning, students will gain information, understanding, and memories that are stronger than before. According to Ormrod in the book titled "*Human learning*" Students who achieve very well usually show different learning patterns and behavior from other students.

study habits are methods or approaches that students develop over time, such as the way they attend classes, read books, complete projects, and manage time to complete assignments. One internal factor that can support and influence student learning achievement is their study habits (Triyanti et al., 2021). One aspect that significantly affects student learning outcomes is the teaching method. Learning achievement reflects how well students understand their academic progress. It is the result they receive from completing their learning activities, often expressed through values, numbers, or letters (Sutriani et al., 2018). Learning achievement encompasses a student's overall learning outcomes in cognitive (knowledge), affective (attitude), and psychomotor (skills) components. Learning achievement can be influenced by various internal and environmental factors.

Learning results in personal transformation through the learning process. The outcomes of this process can lead to new information, understanding, attitudes, behaviors, abilities, routines, and other changes relevant to the learning community (Lestariwati et al., 2021). Each individual is unique, differing from others

in psychological traits such as intelligence, talents, interests, memory, emotions, and personality. These variations can be categorized as either horizontal or vertical gaps. Horizontal gaps refer to individual differences in psychological traits, while vertical gaps refer to differences in physical characteristics such as height, energy, and body size. All these factors significantly influence learning activities and student achievement.

Based on the analysis of the previous studies, it is clear that education is a fundamental human right. Through education, individuals can develop their potential, transforming their attitudes and behaviors to enhance their quality of life. However, there are still gaps in the understanding of how specific study habits and teaching methods influence student achievement, especially in different contexts. Therefore, it is essential to specifically address the differences between previous research and the current study, especially in terms of how these factors are investigated within the current research scope.

Based on the findings of interviews conducted by researchers with class IV teachers at SDN 020 Tanjung Harapan, Kampar Regency on January 15 2024, when learning was going on in class, high-achieving students really paid attention to the teacher's explanations, but students who had low grades did not really pay attention to the teacher, got bad grades or failed to meet expectations when the teacher explained something. These students also pay less attention to what the teacher says because they are too busy with something or playing alone or disturbing their friends during class. Students' learning activities are still found to be less than optimal. This shows that children have not developed effective learning habits. But even among all the children in school, some still excel and get good grades, while there are others who do not meet expectations or get grades below average.

Based on the results of the researcher's interview on January 19 2024 with the student's mother, she said that,

“when I am at home as a parent, I will guide, monitor and help my child when he is doing learning activities at home. Whether he learns to repeat lessons that have previously been discussed at school or to continue with the next lesson. As long as my child is carrying out his learning activities, I as a parent will do this by giving him questions about his lesson, so that I know whether my child has understood the lesson, the lesson that has previously been explained or has been learned at school.”

The following is some of the urgency or importance of this research 1) Improving the Quality of Learning: This research can help teachers and educators understand students' learning habits, so they can design learning strategies that are more effective and suit students' needs; 2) Optimizing the Learning Process: By knowing students' learning habits, teachers can identify students' strengths and weaknesses, and develop strategies to optimize the learning process; 3) Improving Academic Achievement: This research can help improve student academic achievement by identifying effective and ineffective study habits, so that they can be intervened and corrected; 4) Developing Study Skills: This research can help students develop effective study skills, thereby improving their learning abilities and achieving academic goals; 5) Informing Education Policy: This research can provide useful information to inform education policy, so that it can help improve the quality of education in Indonesia; 6) Identifying Factors that Influence Study Habits: This research can help identify factors that influence student study habits, so that they can be intervened and improved; 7) Developing Innovative Learning Strategies: This research can help develop innovative and effective learning strategies, to improve the quality of learning and student academic achievement.

LITERATURE REVIEW

Understanding Learning

Learning is a process and not a result, a process of human life development which can provide someone with extensive knowledge, skills, and changes in one's behavior. According to experts about learning as follows. Learning is an action and process, not a result or goal. Learning outcome is a change in behavior and not mastery of the training objectives. Learning is the process of making efforts to change a person's overall behavior as a result of their own interaction with the environment (Charli et al., 2019). Learning is an action or process that strengthens personality, improves behavior, attitudes, and increases skills and knowledge (Sappe et al., 2018). Human contact with nature, referred to as a conscious experience, is part of the process of acquiring knowledge, following the standards of scientific thought. Repeated experiences lead to knowledge, or a collection of information.

Study Habits

Students develop study habits at school and at home. Study habits are learning activities carried out by individuals, for example, studying at home. Individuals do not form quickly; instead, they grow gradually over time. Effective educational activities will help students remember things. Any action that is occasionally demonstrated in the context of implementing learning is considered a learning habit (Herlianah, 2019). Learning habits are actions that are taught regularly and intentionally over time, not natural or innate abilities, either consciously or unconsciously, repeated over and over again. The process of developing new habits or strengthening existing habits is known as learning habits (Islami et al., 2022). The aim is to ensure students adopt new behaviors and attitudes that are more appropriate and constructive, particularly in terms of respecting time and place.

There are three key phases of study habits: the stage before learning, the learning process, and after learning. The first step in encouraging learning is creating an environment that supports it. Before studying, this requires planning one's schedule, hobbies, experiences, and study goals. Likewise, the learning process is an activity that a person undertakes, which includes processing lesson content using learning materials. To absorb, retain, and understand learned information effectively, learning requires focus. After participating in learning, students will concentrate on the learning outcomes, which serve as an assessment of the learning exercises they have completed (Mardiyatun, 2015).

Learning habits that can be carried out include the following phases: Before studying, the initial activities that should take place include creating a study schedule and implementing it. The learning process refers to activities conducted using teaching materials sourced from books, worksheets, and other resources, allowing students to read, make notes or summaries, repeat the learning materials, manage, and understand them. Concentration and completing practice assignments or homework are also integral to this phase. After studying involves activities that conclude the lesson, such as summarizing the content of the lesson learned.

Students' study habits can be observed through several outwardly visible indicators, such as the way they follow lessons, for example, before studying, making and sticking to a schedule, studying in groups or alone, reading and taking notes, study time, and reviewing. Study material, focus on exams, complete assignments, and study after class, namely completing the material discussed in class (Annisa & Fitria, 2021). Based on the explanation above, it can be concluded that learning habits are behavior, attitudes that are formed because they are carried out repeatedly over time and some stages are passed through in the learning process, namely, before learning, the learning process and after learning, which are carried

out by students individually or in groups, so that they can be passed easily so that learning habits are formed in students, whether intentionally or unintentionally.

Types of Learning

Types of learning are learning processes carried out by students, such as when learning using observation, hearing, and sight. So that students can better understand the lesson they are doing. According to Herawati in the book titled "*Memahami proses belajar anak*" the various types of learning are as follows.

1. Learning based on observation, namely sensory learning, or observation-based learning, which involves using the senses of taste, touch, hearing, and sight to gather information. Humans learn about the world around them through observation. To provide a clear response, as follows: Visual reaction refers to direct observation, where children can see the discussion as well as hear it. Auditive response (voice), Auditory response (voice): Children learning a foreign language must be able to respond clearly to pronunciation cues. Motor responses (movement), writing, using tools, physical education, and other activities all require motor responses, or movement.
2. Learning based on movement (motor type of learning) Movement-based learning, or motor learning. Students who take part in this kind of learning should: Be aware of the goal, Get appropriate feedback on abilities, Appropriate first implementation, Exercise to speed up your pace.
3. Learning based on memorization (memory type of learning) Learning based on memorization (memory type of learning) is actually learning done to prepare oneself for exams by mastering a certain amount of knowledge.
4. Learning based on problem solving (problem type of learning) Problem-based learning (also known as problem type learning) scientific problem solving involves many processes, as follows: Understanding the problem or challenge faced. Construct a theory or response that might offer a solution. Collect data or information.
5. Learning based on emotions (emotional type learning): While the majority of teaching in schools focuses solely on students' academic and skill development, personality traits are often overlooked. This is caused by the instructor's inadequate understanding, it is also difficult to implement, adhere to, and realize, and it is difficult to evaluate it objectively and impartially.

Based on the explanation above, according to experts, it can be concluded that the types of learning carried out by students are the type of learning using direct observation, movements carried out through exercises, problem solving through their knowledge of existing rules.

Learning Objectives

The purpose of learning is to be able to master or obtain something, learning is an activity that everyone must do to the best of their ability. Any effort or action that seeks to change a person's behavior, attitudes, habits, knowledge or abilities is referred to as learning. According to Djamaluddin and Wardana in the book "*Belajar dan Pembelajaran*" there are three objectives as follows.

1. To Gain Knowledge.
A person's thinking capacity can increase as a result of learning activities. Thus, apart from providing new knowledge, learning will improve a person's thinking ability. In this case, learning will improve a person's thinking ability, and learning will encourage the development of thinking skills through the knowledge they learn.
2. Instill Concepts and Skills
Everyone acquires their talents through the learning process. Physical and spiritual talents are required for concept development. Physical talents that can be distinguished are an individual's appearance and

movement abilities. In contrast, because of their abstract nature, spiritual abilities are usually more sophisticated. This ability is associated with appreciation, mindset and creativity in solving problems or generating ideas.

3. Form Attitudes

A person's attitude can also be formed through learning activities. In this case, the development of values to increase student awareness will be very closely related to the construction of the student's mental attitude. In shaping students' mentality, behavior, and personality, educators need to do it with caution and wisdom. Meanwhile, there are several learning objectives as follows: Learning is intended to help someone change, including their behavior. Learning seeks to change bad habits into positive habits. Learning is intended to improve skills (Aristiawan & Kurniawan, 2022).

Supporting Factors for Study Habits

Factors supporting study habits are divided into two, namely, internal factors and external factors. There are also factors that support students' study habits, according to experts. According to Aini there are factors that influence learning achievement, classified into two groups, as follows (Aini, 2018).

1. Internal factors are factors that are specific or individual to students, such as:
 - a. Physical factors include physical limitations and health problems.
 - b. Attention, interest, talent, motivation, maturity, and readiness are examples of psychological elements.
 - c. Elements of physical (physical) fatigue.
2. External factors, namely factors that exist outside the individual, namely:
 - a. Family factors include parental understanding, the way parents educate, dynamics within the family, the environment at home, and the family's financial status.
 - b. School factors, teaching strategies, teacher student relationships, school discipline, educational resources, school hours, lesson standards above building capacity, teaching strategies, and homework are some of the components.
 - c. Community factors: A student's involvement in society, his social environment, and his experiences in social life are examples of elements of society.

Meanwhile, according to Jufrida the factors that influence learning achievement are divided into internal factors and external factors (Jufrida et al., 2019).

1. Internal factors are variables that motivate students and come from within. This includes psychological elements such as motivation, interest, ability, study habits, and focus, as well as physiological elements such as physical problems, health, and physical disorders.
2. Internal factors are variables that motivate students and come from within. This includes psychological elements such as motivation, interest, ability, study habits, and focus, as well as physiological elements such as physical problems, health, and physical disorders.

Based on the explanation above, it can be concluded that the factors influencing students' learning habits are in the students themselves, their family environment, school and the environment around the students, such as peers or the surrounding community that students often encounter around them and will also influence student learning outcomes.

Achievement of Learning Outcomes

Students must be successful in their studies in order to attend school. A student's learning success is measured by his learning achievement, which is represented by the grades he receives from his teacher

in written or numerical form. to find out the extent of student learning achievement. Learning achievement is what is often shown through test results or instructor grades, namely mastery of information or abilities obtained in a topic. In terms of achievement, it can be seen as the results achieved as a result of completed learning activities.

Learning achievement is the result of measuring students' cognitive, effective and psychomotor abilities after completing the learning process using appropriate test instruments which will produce learning achievement results. Learning achievement can be concluded that learning achievement is the result of an assessment of learning efforts after the learning process takes place, which shows the achievements achieved by each students within a certain period of time (Rosyiddin et al., 2023). Learning achievement is a type of standard evaluation of student achievement within a certain period of time, learning achievement is a way to measure the results of information transfer activities (learning) carried out in class (Yulianingsih & Sobandi, 2017).

Based on the explanation, it can be concluded that learning achievement is the result that students get while studying in the form of numbers, where students do it in the form of tests such as questions that have been made from material that students have previously studied. The results obtained by students will be stated in the form of marks given by the teacher. As a result of learning obtained while students study. Improving student achievement in learning is very necessary for an educator, so that students get satisfactory grades and can achieve the desired goals in each lesson. There are ways to improve students' learning achievements as follows: 1) Encourage children to move; 2) Fun educational methods; 3) Encourage children to learn; 4) Use a "play and learn" approach; 5) Offer or help; 6) Develop children's abilities or talents and provide answers; 7) Don't discourage students; 8) Show concern for students (Salsabila & Puspitasari, 2020).

Students who have less achievement are students who have no interest in learning at school or at home, such as having no interests, hobbies and lacking motivation to learn. Students who show learning achievements that are less than expectations, feel dissatisfied with school, teachers and their friends, lack enthusiasm for studying and completing assignments, have difficulty in intellectual adjustment (self-adjustment), lack self-control and often fight in class, lack discipline, do not have hobbies or interests in their free time, and are afraid of facing exams are examples of students who do not achieve well (Dewaele & Li, 2021; Hwang & Loewen, 2025).

Characteristics and Needs of Elementary School Students

Characteristics are characteristics possessed by children at elementary school age where the child has interests, attitudes, learning motivation and learning styles. Children at this elementary school age will prefer to learn by learning while playing, moving, working in groups and enjoying demonstrating things directly. Student characteristics are individual aspects or qualities, namely interests, attitudes, willingness to learn, learning styles, critical thinking abilities, and students' initial abilities are examples of individual attributes (Hanifah et al., 2020). Anyone who gains influence from an individual or group of educators is considered a student or protégé. The characteristics of students refer to the unique traits or qualities they possess. The goal of analyzing student characteristics is to identify these unique qualities in each student (Septianti & Afiani, 2020). The result of this analysis will be a list of student characteristic categories, which can be used to recommend the best strategies to achieve specific learning goals.

Student characteristics refer to general patterns of behavior and skills that students possess as a result of their social environment. These characteristics help them choose the best actions to achieve their goals. From this perspective, the characteristics of elementary school students are influenced by their personalities, which are inherently unique (Maisyaroh et al., 2023). However, students tend to have a more dominant character, characterized by a preference for play, high energy, and learning through games

(Baruth & Cohen, 2023). Teachers must be aware of a number of characteristics in elementary school age children in order to better understand their situation and apply appropriate teaching strategies. Therefore, it is important for teachers to know the characteristics of their students. To ensure that students meet their learning goals, educators and schools need to be aware of their needs. the nature and needs of students. According to Mutia there are four characteristics of elementary school students, including the characteristics of elementary school students (Mutia, 2021).

1. Likes to play, because of this quality, teachers should involve students in game-based learning activities, especially in the lower grades. Teachers in elementary schools must create learning models that involve games. must create a serious but relaxed teaching style. Learning whose components are game-based, such as physical education, arts and culture and skills, should be planned in turns with more serious topics such as science, mathematics and physical education (SBK).
2. Like moving, elementary school students are very active, and they can only stay still for approximately 30 minutes. Therefore, as a teacher, you should create a teaching strategy or learning model that allows students who like to wander around the classroom to sit well. Because they will feel very tormented if they are asked to sit comfortably for a long time. Therefore, teachers must create learning models that are fun for students.
3. Enjoy working in groups, students who enjoy working in groups with friends gain important skills, such as socializing, which includes following rules, being reliable to friends, accepting responsibility, and learning how to compete with others in a healthy way. (sportsmanship), having children sit correctly, and using a learning approach that allows children to collaborate in groups.
4. It's nice to demonstrate something live. According to cognitive development theory, students enter the concrete operational stage, where they learn to connect new ideas with previous knowledge. They develop concepts related to gender, morals, numbers, space, time, and bodily functions, among other topics. If students apply or directly demonstrate the lesson, it will be easier for them to capture the material delivered by the teacher, it will be easier to understand by the students themselves who carry out or demonstrate it directly themselves.

From the opinion above, it can be concluded that teachers must understand the character of elementary school students and the needs of elementary school students. To adapt to the learning plan that the teacher has made. So that learning targets are achieved through understanding student characteristics. There are several characteristics of elementary school students, as follows: They like to play, students in lower grades like learning that contains elements of play, so teachers must design or plan learning models that contain elements of play. Teachers must also be able to design learning that makes students more active, group work, where students will be divided into several groups with their peers, students will socialize, be loyal and responsible, follow rules, demonstrate directly, students will more easily understand the teacher's explanation by the teacher explaining by demonstrating.

METHODS

This study uses a qualitative research method that aims to understand in depth the learning patterns of students at SDN 020 Tanjung Harapan. This research was conducted at the school in the even semester of the 2023/2024 academic year located in Tanjung Mas Village, Kampar Kiri District, Kampar Regency. The selection of informants in this study was carried out based on several criteria, namely relevance to the research topic, the ability to provide in-depth information, availability and willingness to participate, and diverse backgrounds. The informants selected included high-achieving students in grades 1, 2, and 3, homeroom teachers who observed students' academic behavior, and parents of children with special needs who knew about learning habits at home. In this study, the data processing procedure was carried out using several stages, namely data reduction, data presentation, and drawing conclusions and

verification. In the data reduction stage, data collected from interviews and observations were filtered and simplified by focusing on information relevant to the research objectives.

Irrelevant data were removed, while important points were categorized into main themes, such as discipline, time management, and study planning. After that, the reduced data was arranged and presented in the form of narrative descriptions, thematic tables, or matrices to help researchers identify patterns or relationships that emerged clearly. Conclusion drawing and verification are done after the pattern becomes clear, and provisional conclusions are drawn. These conclusions are then verified through triangulation, comparing data from various sources to ensure the accuracy, reliability, and validity of the findings. By using qualitative research methods and systematic data processing procedures, this study can provide a deep understanding of student learning patterns at SDN 020 Tanjung Harapan and can contribute to the development of education at the school. This study can also help teachers and educators in understanding the needs and characteristics of students, so that they can develop more effective learning strategies that are in accordance with student needs.

RESULTS AND DISCUSSION

Identification of Study Habits of Achieving Students at SDN 020 Tanjung Harapan, Kampar Regency

The findings of this research provide a brief solution or solution to previously identified problems that may support the theory. In Kampar Regency, at SDN 020 Tanjung Harapan, this research was conducted. Finding out how students learn is the aim of this research. Interviews, observations of student study habits, and recordings are used to collect information about student study habits. After data collection, a descriptive explanation is given by understanding the data description.

Arrange and create a study schedule

Students who have a study plan will be consistent in using their time in each lesson. Students prepare and create a study schedule and follow it for an hour in the afternoon after sunset or after dinner by reading lesson notes and completing the teacher's homework. Having a study schedule or study hours is one of the study habits of high-achieving students. Lessons are scheduled every night, including tomorrow, and the teacher will teach for one hour (Nurfadila et al., 2021). Scheduled study sessions help students focus, work efficiently, and complete assignments on time. In addition, they develop the ability to always be ready to face difficulties as they arise.

Active in attending lessons

By paying attention during class, the instructor will be able to gather information which can provide many positive results. Paying attention in practice is very important for students because in essence, paying attention is useful for learning. According to research conducted by Sofna et al. students who excel in class pay attention to the teacher's explanations during class (Sofna et al., 2023). Asking a lot is another study of students' achievement habits. Students who do not understand the teacher's content can contact their parents, older siblings, or friends for clarification.

Students who excel often ask the teacher if there is something they do not understand. As emphasized in other study, people who excel often approach teachers to get unclear information (Yulianengsih, 2023). To maximize study time, students can better understand the main points of the lesson by noting the important points of the teacher's explanation and summarizing the content. Good students write interesting lecture notes on key topics to facilitate future study sessions.

Repeating Learning

High achieving students often review their lessons in the evening by reading relevant literature or their notes, which helps them remember what they have learned from their teachers. To understand the substance of the material studied, it is worth repeating the procedure. Students will more easily understand and remember teachings if they are used to hearing them repeatedly. As for Sarker et al. findings, high achieving students have a learning habit of repeating what they have learned in class (Sarker et al., 2024). In addition, another research emphasized that students' study habits are to help them relearn challenging teachings in class (Lutfiah, 2021).

Memorize

The study habit of high-achieving students is to read the material several times until it sticks in their memory. Because they believe that memorizing makes it easier for them to apply it whenever they need to answer a question, they often study it before an exam. Understanding lessons is more important than memorizing the curriculum. Memorizing lessons is also important for learning; However, in this case, memorization is more than simply committing information to memory; This also requires that the information is truly understood. Based on previous study findings, students memorize information for tests or exams and when lessons require it (Swan-Sein et al., 2021). This shows that memorizing is one of the learning habits carried out by students.

Discipline, Concentration and Focus

Students who are oriented towards excellence always behave well, are focused and disciplined in their studies. They can learn in any situation, for example in a noisy classroom while their classmates are playing, and they are not easily distracted, which might affect their learning. Students who are focused and disciplined are what determine the good results they obtain (Triyanti et al., 2021). Students can concentrate easily and are not too sensitive to noise (Fitrilia et al., 2021).

Discussion

This study was conducted to explore in greater depth the study habits of high-achieving students at SDN 020 Tanjung Harapan, Kampar Regency. Using a descriptive qualitative approach, the research focused on fourth-grade students who ranked in the top three academically. The initial process involved selecting students with high academic performance and strong communication skills. Data collection was carried out through observations, interviews with fourth-grade teachers, high-achieving students, and their parents. Based on the results of observations and interviews, it was found that these students demonstrated consistent and structured study habits both at school and at home. At school, they arrive on time, take notes, ask questions when they do not understand the material, and remain focused and disciplined during the learning process. At home, they maintain personal study schedules, seek guidance from their parents, and prepare school supplies the night before. These habits reflect the combination of internal motivation and external support (especially from family) that shape effective learning behavior.

This research is important because it provides a real picture of study patterns that can serve as a reference to support other students who have not yet reached optimal performance. Teachers and parents can replicate the patterns identified in this study to help develop consistent habits and provide appropriate assistance to other students (Vilchez et al., 2021). The results are consistent with Mbaluka et al, that found that learning discipline and parental support significantly influence students' academic performance

(Mbaluka et al., 2021). However, this study also identified important differences, particularly in students' home study schedules. The duration of their study varies, ranging from thirty minutes to two hours, depending on the individual's condition and time management. This indicates that there is no fixed standard for study duration; rather, success depends on the quality, consistency, and support provided during study time.

This study not only highlights the study habits of high-achieving students but also contributes to the development of effective teaching strategies and the active role of parents in accompanying their children. It may serve as a reference for schools and families in fostering academic achievement and character development from an early age.

This research on identifying the learning habits of grade IV elementary school students can be compared with previous research conducted by several researchers. One relevant study is a study conducted by Sari examined the learning habits of elementary school students in grade III (Sari, 2020). The study shows that the learning habits of elementary school students are influenced by several factors, such as family environment, learning motivation, and learning strategies used by teachers. Another relevant study is a study conducted by Wahyuni examined the identification of learning habits of elementary school students in grade V (Wahyuni, 2019). The study shows that the learning habits of elementary school students can be influenced by several factors, such as learning interests, school environment, and the role of parents in supporting the student's learning process.

Compared to previous research, this study has several differences and similarities. The difference between this study and previous research lies in the focus of the study, namely the identification of the learning habits of grade IV elementary school students. While the similarity of this study with previous research lies in the purpose of the study, namely to understand the learning habits of elementary school students and the factors that influence them.

CONCLUSION

Based on the findings and discussion, it can be said that outstanding students organize and create study schedules, participate actively in their education, repeat what they have learned, memorize information, focus, and practice discipline. The following recommendations can be made based on the results presented: 1) If high-achieving students want to surpass their current learning achievements, they must continue to practice effective study habits, and 2) The study habits of high-achieving students can be used as a guide to help under-achieving children improve their learning outcomes and become extraordinary learners. Habits of students who excel include: arriving on time before the teaching and learning process begins; pay attention and listen to the teacher when explaining the material in front of the class; record the material that has been studied; ask questions about aspects of the material they don't understand; and focus and obey the rules while in class.

This study provides several meaningful insights for teachers, parents, and education policymakers. By gaining a deeper understanding of the unique study habits of high-performing students, educators can better develop intervention strategies for learners who face academic challenges. Encouraging the use of structured study schedules, proactive help-seeking, and advance lesson preparation may contribute to improved student outcomes. Additionally, the findings emphasize the critical role of parental involvement in shaping consistent study routines at home. Schools are encouraged to establish initiatives that strengthen cooperation between families and educators to nurture effective learning habits. Finally, recognizing that students differ in how long and how often they study underlines the need for personalized support systems rather than adopting uniform methods for all learners.

Although this study offers meaningful insights, it also has certain limitations. The research was limited to a single school and targeted only fourth-grade students, which restricts the extent to which the findings can be applied to different educational settings or age groups. Moreover, while the qualitative approach provides rich, detailed descriptions, it may not offer the statistical depth required to influence educational policies on a larger scale. The use of interviews and observations as primary data collection methods may introduce bias or subjectivity, as participants could exhibit behavior that does not fully reflect their usual routines. For future research, it would be beneficial to include a broader sample across several schools and to integrate both qualitative and quantitative methods to enhance the reliability and generalizability of the results.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

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