

LEARNING ATTITUDES PROFILE OF SCHOOL-AGE CHILDREN AND NON-SCHOOL-AGE CHILDREN

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Abstract: This literature study aims to analyze and compare learning attitudes between school-age students (6-18 years) and non-school-age students (under 6 years) through literature data. Learning attitudes are important factors that influence academic achievement and the development of individual abilities. The learning attitudes of school-age children are a reflection of their behavior, habits, and motivation in following the education process at school. Meanwhile, the learning attitudes of non-school or pre-school children (usually under 6 years) should focus on natural, interactive, and fun learning. At this age, children tend to learn through exploration, play, and imitation. In order to maximize children's learning outcomes, both for school-age and non-school children, the right approach needs to be adjusted to the needs and developmental characteristics of each child. The right approach can vary depending on the needs of the individual child. Thus, improving positive learning attitudes in children is very important to ensure optimal learning outcomes. A good learning attitude not only involves cognitive abilities, but also includes motivation, discipline, and healthy learning habits. This study also recommends that educational institutions pay special attention to developing learning strategies that are appropriate to the needs of each age group to maximize learning outcomes.

Keywords: Learning Attitude, School Age Children, Non-School Age Children

Introduction

Education is one of the factors that supports the development of a nation. To realize quality education, superior human resources are needed. Especially human resources involved in the education process are required to be able to develop the potential of students as stated in Law No. 20 of 2003 article 13. School is an institution for the teaching and learning process. Where the strategy is an effort by teachers to create an environmental system that allows the teaching and learning process to occur so that the learning objectives that have been formulated can achieve maximum results in Nababan (2024). The learning process is a process of learning activities that plays a very important role in determining student success. If this process can generate effective learning activities, then students will be able to achieve optimal learning achievements, especially in generating and motivating students' learning attitudes.

In the context of effective learning, student activity is not only a response to teacher teaching, but also an internal drive to develop a deeper understanding and relevant skills. Therefore, according to Thamrin in Samosir (2023) educators need to encourage and support student activity by creating a learning environment that stimulates questions, reflection, and exploration. This will help students to become active participants in their learning process, which will ultimately increase the effectiveness of learning as a whole.

Learning is an effort to change behavior through various activities, such as reading, listening, observing, imitating and so on. Or in other words, learning as a psychophysical activity that leads to complete personal development. As in the Qur'an, Surah al-Nahl: 78 about the potential in humans that must be used in learning and teaching activities

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

Translation: "And Allah brought you out of your mothers' wombs in a state of not knowing anything, and He gave you hearing, sight and hearts, that you may be grateful". In this verse, Allah SWT gives hearing so that you can hear sounds, gives sight so that you can see objects, and conscience so that you can feel and understand. Thus, Allah bestows all of that so that humans are grateful. Kolis (2022) explains that learning is not only a process of transferring knowledge, but also a transformation or change; be it knowledge, skills, and values. Therefore, learning can be said to be ideal if the learning process touches three domains, namely cognitive, psychomotor, and affective. That way, learning is not only intellectual fulfillment, but also able to provide behavioral changes in individuals, including individual attitudes towards learning. Marissa (2022) states that attitude is one of the factors that influences the learning process and greatly influences the learning outcomes that students will obtain. Each student has different characteristics, as well as the tendency of attitudes they have. As Hayaturraiyana (2022) said that learning is a process, action, way of teaching or teaching so that students want to learn. While learning is a process of changing attitudes. Changes in attitudes can be observed in the learning process according to the goals to be achieved, determination, and consistency towards something. This change is one indicator of the success of educators in carrying out the learning process. For this reason, educators must make learning plans including student learning experiences that make students' attitudes towards subjects more positive.

Learning attitudes according to Mufridah (2021) are students' tendencies to do or not do learning activities as a result of their views and feelings towards learning activities. If students have a positive view that learning is important to develop self-quality and feel happy about learning activities, then these students tend to do learning activities as well as possible. Conversely, if they view learning as unimportant and unpleasant, then students tend to be lazy to learn.

Learning attitudes and habits are one of the factors that influence learning achievement or achieving learning goals. Students who have positive learning attitudes and habits will demonstrate behavior in learning activities effectively and efficiently, both in planning learning activities and participating in learning activities, understanding and mastering subject matter, and preparing to take tests or exams. Positive learning attitudes and habits will form good characters such as being diligent, persistent and disciplined, resilient in dealing with things that interfere with learning activities (when facing learning difficulties, emotional obstacles, adolescent problems and stress), and productivity, and vice versa, students who have low positive learning attitudes and habits, are indicated by students who experience disturbances or difficulties caused by low attitudes and habits, including: 1) chatting in class during the teaching and learning process, 2) like to postpone assignments given by the teacher, 3) often making noise (noisy) in class, 4) coming to school late, and 5) not being active during the teaching and learning process. Knowing and understanding children is absolutely necessary in order to guide them because of the unique circumstances of each

individual. Each individual is different from one another, in terms of their abilities, talents and interests, as well as their ideals and hopes. Students with school age between 6-13 years and non-school age who are under 6 years (golden age) also have different ways of understanding knowledge according to their developmental age. Thus, their learning attitudes are also different as their cognitive, affective, and psychomotor developments are still experiencing progressive development. Progressive means that the development is a metamorphosis towards an ideal condition (Zakiyah, 2024). The learning attitudes of non-school or pre-school children (usually under 6 years old) should focus on natural, interactive, and fun learning. At this age, children tend to learn through exploration, play, and imitation.

Literature Review

Learning Attitude

A person's attitude will bring color and pattern to their actions, both accepting and rejecting in responding to something outside of themselves. Through knowledge of attitudes, one can predict the actions that a person will take towards something they are facing. According to Suyanto & Jihad in Sartina (2019), attitude is something that starts from feelings (like or dislike) related to a person's tendency to respond to something or an object. In line with Kunandar's opinion in Sartina (2019), attitude is a tendency to act in a way that likes or dislikes an object. Likewise, Muhibbin's opinion in Marissa (2022) Attitude is a relatively permanent tendency to react in a good or bad way to certain people or things. The opinions of several figures above are reinforced by Kong's research (2020) that students' attitudes towards learning are influenced by interests, gender, feelings of like or dislike, experiences throughout their lives and their relationships with people around them. Based on the definition above, it can be concluded that learning attitude is a tendency to act in relation to the learning process, an attitude that is not a real action (overtbehavior) but is still closed (covertbehavior). Learning attitude is one type of affective characteristic that greatly determines a person's success in the learning process. From all the definitions expressed above, an understanding of learning attitude can be taken as a person's assessment of an object, situation, concept, other people or themselves as a result of the learning process or experience in the field that states a sense of liking (positive response) and a sense of disliking (negative response). Attitude towards the learning process students need to have a positive attitude towards the ongoing learning process. The learning process includes the learning atmosphere, strategies, methodologies, and learning techniques used. An interesting, comfortable and enjoyable learning process can foster students' learning motivation so that they can achieve maximum learning outcomes.

School Age Children

School age children are the age when children receive many new things in their lives and in their growth and development. Children experience many things during their growth, from physical development to psychological development. School age children are children aged 6-12 years (middle childhood). School age children are children who are in the age range that usually corresponds to the level of formal education. According to Permendikbud number 1 of 2021, school age children are defined as:

1. Age 6-7 years to 12-13 years: Age for Elementary School (SD) level.
2. Age 13-15 years: Age for Middle School (SMP) level.
3. Age 16-18 years: Age for High School (SMA/SMK).

The learning attitude of school age children (including elementary to high school) is very important because it is a period of character formation and learning habits that will have long-term impacts.

Non-School Age Children

Non-school age children are individuals who are outside the formal age for school education (generally not in the age range of 6 to 18 years) or who are not registered in the formal education system. They can include preschool children. According to Sitepu (2023), early childhood is the golden age because at this age children will experience very rapid growth and development for all aspects of their development. One aspect of development that develops rapidly at an early age is the social-emotional aspect. Social development is very important for children's preparation for preschool (Hikmawati et al., 2023).

The learning attitude of non-school or preschool children (usually under 6 years old) should focus on natural, interactive, and fun learning. At this age, children tend to learn through exploration, play, and imitation.

Method

The method in this article research uses a literature review method or literature study, which contains theories that are relevant to the research problems. The problem in this study is to determine the "Learning Attitude Profile of School-Age Children and Non-School Children". In this section, a study is carried out on the concepts and theories used based on the available literature, especially from articles published in various scientific journals. Literature review functions to build concepts or theories that form the basis of the study in the research. The content analysis procedure is as follows: (1) Researchers determine the specific objectives to be achieved, (2) Define important terms clearly, (3) Focus on the parts to be studied, (4) Look for relevant data, (5) Compile conceptual relationships to explain data related to the objectives, (6) Conclude category coding. The research report is compiled easily so that readers can find out the research topics discussed (Sri Bintang. 2020).

Result and Discussion

Learning Attitude Profile of School-Age Children

The learning attitudes of school-age children are a reflection of their behavior, habits, and motivation in following the education process at school. This attitude is greatly influenced by various factors, including the family environment, peers, teachers, and learning experiences at school. A positive learning attitude among school-age children is very important because it is the basis for their academic development and long-term character formation. Here are some learning attitudes that school-age children should have:

1. Sense of Responsibility: School-age children must learn to be responsible for their tasks and obligations, such as homework, projects, and tests. It is important for them to understand that learning is their responsibility and must be taken seriously.
2. High Motivation: Children need to have intrinsic motivation to learn, not only to get good grades, but also to understand the material and improve themselves. Parents and teachers can help foster this motivation by providing positive encouragement and appropriate praise.
3. Discipline in Learning: Discipline is very important so that children can follow a regular study schedule. Children need to be taught to manage their time between studying, playing, and other activities. Create a balanced schedule so that children do not feel stressed but remain productive.

4. **Concentration and Focus:** School-age children are often easily distracted by things around them. Teach them to focus while studying, for example by creating a comfortable and distraction-free learning environment.
5. **Willingness to Ask Questions and Think Critically:** School-age children should be accustomed to not being afraid to ask questions if they do not understand a material. Encouraging children to think critically, analyze information, and find solutions will improve their understanding.
6. **Strong Curiosity:** Curiosity helps children to continue to seek new knowledge. School-age children should be encouraged to read, research, or find out things that interest them outside of school lessons.
7. **Hard Work and Perseverance:** Teaching children that success in learning requires hard work and perseverance is very important. Children must learn not to give up easily when faced with difficulties and to keep trying until they succeed in understanding the material.
8. **Time Management Skills:** School-age children must learn to manage their own time. This includes the ability to complete assignments on time, manage time to study, and take sufficient breaks. Good time management will reduce stress and increase learning effectiveness.
9. **Learning from Mistakes:** Teach children that mistakes are part of the learning process. Mistakes do not mean failure, but an opportunity to learn better. This helps them build a resilient mentality.
10. **Cooperation and Social Skills:** School-age children also need to learn to cooperate with their friends, both in group projects and in other activities. Good social skills will help them in a collaborative learning environment.
11. **Utilization of Appropriate Learning Resources:** Teach children to use various learning resources, such as books, the internet, learning videos, and discussions with teachers or friends. The ability to find information from various sources will help them become independent learners.
12. **Emotional and Stress Management:** School-age children should be taught how to manage their emotions, especially when facing study pressure, tests, or difficult assignments. Teach simple relaxation techniques, such as taking deep breaths or talking to parents/teachers if they are having difficulty.

By developing these positive learning attitudes, children will be better prepared to face the challenges of education and life. Good learning attitudes not only impact academic achievement, but also the development of their character and social skills.

Learning Attitude Profile of Non-School Age Children

The learning attitude of non-school or pre-school age children (usually under 6 years old) should focus on natural, interactive, and fun learning. Here are some ideal learning attitudes for non-school age children:

1. High
Curiosity: Children of this age are usually very curious. They love to ask questions and explore new things. Giving them the opportunity to explore will stimulate their natural curiosity.
2. Learning
Through Play: Learning should be done through play. Playing can help children understand basic concepts, such as colors, shapes, numbers, and letters, without pressure.
3. Explorati
ve Approach: Children of this age learn by trying, exploring, and observing. They need a safe environment to experiment and make mistakes without fear.
4. Develop
ment of Independence: It is important to let children try to do things themselves, such as putting on clothes or tidying up toys. This helps develop self-confidence and independence.
5. Parental
or Caregiver Accompaniment: The presence of parents or caregivers is very important in providing emotional support and direction in learning. Children of this age learn a lot from social interactions with adults who are close to them.
6. Focus on
Basic Skills Development: Skills such as gross motor skills (running, jumping) and fine motor skills (drawing, holding a pencil) must be considered. Games that involve physical activity are very good for children's development.
7. Positive
Habits: Non-school-age children are very sensitive to habits. Instilling positive attitudes such as discipline, respect, and patience through direct examples will greatly affect their development.
8. Creativit
y and Imagination: Give children space to imagine. Role-playing, drawing, or playing with objects around them can stimulate their creativity and imagination.

With the right approach, non-school-age children can learn a lot without having to follow a formal learning system. They need an environment that is rich in stimulation, safe, and supports their natural curiosity.

Conclusion

The learning attitudes of school-age children and non-school-age children usually have several significant differences due to age, cognitive development, and social environment factors. These differences include learning motivation, learning methods, concentration span, parental roles, use of learning media, learning schedules and responsibilities, skill mastery, emotional influences, and evaluation of learning outcomes. In order to maximize children's learning outcomes, both for school-age and non-school-age children, the right approach needs to be adjusted to the needs and developmental characteristics of each child. The right approach can vary depending on the individual needs of the child. Thus, improving positive learning attitudes in children is very important to ensure optimal learning outcomes. A good learning attitude not only involves cognitive abilities, but also includes motivation, discipline, and healthy learning habits. This study also recommends that educational institutions pay special attention to developing learning strategies that are appropriate to the needs of each age group to maximize optimal learning outcomes.

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