

# The Perception of the Implementation of Seven Habits in Elementary School by Teachers, Students, and Parents

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Seven habits are the effective practices of being proactive, beginning with the end in mind, putting the first thing first, thinking win or win, understanding to be understood, synergizing, and sharpening the saw. The seven habits describe the internalization of true principles and are considered to be the foundation of happiness and success. The objective of this research is to understand the perception of teachers, students, and parents on the implementation of Seven Habits in elementary school. This is qualitative research using the case study as its design. Data was collected through interviews and observations. Several informants were involved in this research. They were a headmaster, four teachers, two parents, and two students of MIM PK Kartasura, Surakarta, Indonesia. The findings of the research revealed that seven habits can be implemented in any aspect of life, including education. Among the seven habits, putting the first thing first was the easiest to be implemented, while understanding to be understood was the hardest one. In order to implement these habits effectively, cooperation with other parties, at school or at home, is needed, as well as greater teacher involvement in reminding students of them. The implementation of the seven habits at MIM PK Kartasura was not effective due to its low consistency.

**Key words:** *Perception, seven habits, elementary school.*

## Introduction

A moral crisis is a result of a human life that overlooks ethics, religion, and humanity. It is increasingly disconcerting. Most of the world community is shaken by various ideas in various fields of science, especially in the field of technology. Advances in technology have a positive

impact on humans which facilitates all activities in everyday life. However, technological advances that rely solely on intelligence and rationality harm the attitudes, views, and orientations of human life by shifting it away from mental-spiritual values, ethical-religious values, and traditional cultural values. The consequences arising from technological advances among others are that the values of human life are grounded more on usefulness, materialism, secularism, hedonism, and agnosticism that overrides religious-ethics, morality and humanism. Therefore, effective habituation must be instilled from an early age.

Habituation is a repetitive learning process and the formation of attitudes and behaviours that are relatively sedentary as automatic. The process of habituation is very much needed in the field of education. According to Ulwan (2012), the formation of faith and noble character in the field of education can be done effectively through the process of habituation. An educator must give a good example, since habituation starts from imitation. Habituation must be instilled in students' daily lives because habits will be difficult to change if they are ingrained in the heart. Covey (1997) in his book "The 7 Habits of Highly Effective People" states that human life contains comprehensive principles. Principles are external natural laws and control human actions.

Habituation is affected by many factors. One of which is perception. Positive perception leads to effective habits. Conversely, negative perceptions will result in effective habits being ignored. Therefore, there is a need for cooperation by all parties so that effective habits can be applied in everyday life. The implementation of seven habits starts with oneself and needs support from the surrounding environment.

The study on the seven habits has been carried out by several researchers. First, Hendriyanto (2018) investigated the development of the positive character of lecturers and students through seven habits. Second, research by Hidayati and Ismail (2018) was conducted on the learning habits of high school students. Third, Letam (2017) studied win or win thinking and synergy for entrepreneurial success. Fourth, Wijoyo (2015) examined the increase of employee positive behaviour through the implementation of seven habits. Fifth, Rehman and Nasir (2015) researched effective habits that change character. Sixth, Pandey (2014) discussed the life skills of gen X and Y that fit the seven habits principles. Seventh, Zuama and Mursanib (2012) discussed the effective habits in managing time. Eighth, Khalid and Ashraf (2011) talked about seven habits that make effective people. Ninth, Suherman (2010) did research on sharpening the saw as a self-renewal principle. Tenth, Mubarok (2008) examined the implementation of seven habits on the mosque youth. Eleventh, Hamdan (2003) examined the implementation of seven habits on lecturers.

However, there has been no research related to the perception of the implementation of seven habits in elementary schools. Previous research only investigated the employees, lecturers and

college students. Primary education has its own culture and conditions that are different from adults. Based on this background, research related to the perception of the implementation of seven habits in elementary school is needed. This can be a reference in optimizing the quality of implementation of the seven habits. Through effective implementation of the seven habits, it is expected that all habituations can crystallize and turn into characters

## **Method**

### ***Design***

This is descriptive qualitative research using a case study design. The objective is to determine the perceptions of teachers, students, and parents on the implementation of seven habits in elementary school.

### ***Data Sources***

The primary data in this current research are the results of observation on the implementation of seven habits at MIM PK Kartasura, Surakarta, Indonesia. Other primary data is the results of face-to-face interviews with teachers, parents, and students. Information obtained in this research was linked to previous research regarding the implementation of seven habits (Hendriyanto, 2018; Hidayati & Ismail, 2018; Letam, 2017; Wijoyo, 2015; Rehman & Nasir, 2015; Pandey, 2014; Zuama and Mursanib, 2012; Khalid & Ashraf, 2011; Suherman, 2010; Mubarak, 2008; Hamdan 2003).

### ***Informant Selection***

Several criteria were applied in selecting the informant: (1) Teachers: the informant had to have been teaching for more than 1 year, hold a permanent position, and want to be involved in this research. (2) Parents: candidates had to be actively involved in the student / parent association, and attend to their children's activities. (3) Students: candidates had to be in the upper class and communicate well. The informants were also selected through a variety of criteria so that it could enrich the data.

### ***Data Collection Technique***

The data obtained was collected using interviews and observation. The observations on students and teachers were carried out regarding the implementation of seven habits at MIM PK Kartasura. Data collection was done through direct observation and face-to-face interviews with teachers, students' parents, and students at MIM PK Kartasura.

The followings are the example of the questions used in the interview:

- a. Teachers perceptions of the implementation of seven habits in elementary school
  1. Do you think the seven habits need to be implemented? (If yes, give your reason)
  2. What changes occurred after the implementation of the seven habits?
  3. Are there any positive or negative impacts arising from the implementation of the seven habits?
  4. Are all seven habits applicable?
  5. Which of the seven habits is the easiest to implement? (reason?)
  
- b. Parents perceptions on the implementation of seven habits in elementary school
  1. How do you see the seven habits at MIM PK Kartasura?
  2. What is the influence of the implementation of the seven habits on your child?
  3. Do you play a role in the implementation of seven habits?
  4. Do you think seven habits need to be implemented?
  5. What are the impacts of the implementation of the seven habits?
  
- c. Students perceptions of the implementation of seven habits in elementary school
  1. What are the benefits of the seven habits??
  2. Which of the seven habits do you like the most or dislike? (reason?)
  3. Is there any effect of the implementation of the seven habits on you?
  4. Do you think seven habits need to be implemented? (reason?)
  5. What obstacles do you have in the implementation of the seven habits?

### ***Data Analysis***

To analyse the perceptions on the implementation of seven habits, three qualitative data analysis techniques were used: data reduction, data presentation, and drawing conclusions that included the seven principles of effective habits. Data reduction was carried out by checking the results of the interview. Researchers then selected the needed data. Data presentation was done by writing the findings on a book and then typing them on a computer. Conclusions were derived from the results of data analysis. This research also considered the informants' age, gender, and status (role).

After selecting the informants based on the criteria, the researchers obtained 10 informants. The following table presents information about informants.

**Table 1:** Description of the Informants

No	Informant	Sex	Age	Status
1	KS	Male	28	Headmaster
2	G1	Male	25	Teacher
3	G2	Female	26	Teacher
4	G3	Female	23	Teacher
5	G4	Female	25	Teacher
6	O1	Male	34	Parent
7	O2	Female	35	Parent
8	PD1	Male	11	Student
9	PD2	Female	10	Student
10	PD3	Female	12	Student

## Research Findings

Pertaining to the results of the interview, the researchers present the research findings regarding the informants' perceptions on the implementation of the seven habits at MIM PK Kartasuri:

### The First Habit: Proactive

Proactive is the first effective habit. Some of the informants opined that proactiveness was easy to implement.

“This is a good habit since it encourages students to be more active in the learning process” (KS)

“Most students actively ask and answer questions” (G4)

“Helping a friend” (G3)

On the contrary, other informants have disagreed to this opinion;

“Proactive is a difficult word” (G1)

“Proactive is hard to implement since there are some students who just keep quiet and are lack of confidence” (G2)

### The Second Habit: Begin with the End in Mind

The majority of the informants considered that to begin with the end in mind is a good habit and that it was also an obstacle encountered by the school.

“Directing thought towards our purposes” (KS)

“It requires repetitive habituation to understand its goals” (KS)

“This is difficult to implement because our students cannot implement it consistently” (G1)

### **The Third Habit: Put the First Things First**

Most of the informants agreed that putting the first things first was easy to implement:

“Put first things first is easy to implement since students have already known how to set priority” (G3)

“It encourages students to set a priority” (G2)

“Do your obligations then you get your right” (G1)

“Playing or praying, make praying as your priority” (G1)

“Doing task or making noise, doing the task first” (G4)

### **The Fourth Habit: Think Win or Win**

The informants in this research explained the benefits of think win or win:

“With the habit of thinking win or win students will get used to thinking optimistically in doing the test” (G4)

“They are always optimistic in every competition” (KS)

“Be optimistic in doing the test” (G3)

“Do not cheat on the examination” (G2)

Other informants considered thinking win or win was not appropriate for elementary school students:

“Students should be taught how to cooperate, not how to compete” (G1). This will guide students not to do anything negative to win something, he added.

### **The Fifth Habit: Seek First to Understand and Then to Be Understood**

Some informants stated that understand to be understood was a good habit to implement:

“It is very good to be implemented to our students since they still have a high ego” (KS)

“If you don't want to be disturbed, do not disturb others” (G4)

Others argued that understand to be understood was not easy to implement.

“Understand to be understood is difficult to implement because our students cannot introspect themselves, and sometimes they cannot understand others” (KS)

### **The Sixth Habit: Synergize**

The following are the informants' perception of synergizing;

“Respecting differences and cooperating” (G4)

“Synergizing is a difficult word” (G1)

“Mutual respect” (G4)

“Creative problem solving” (G2)

### **The Seventh Habit: Sharpen the Saw**

Sharpening the saw is the last of the seven habits. Regarding this habit, the informants said;

“Students keep practicing” (G2)

“Students develop with the needs of their times” (KS)

“Always learning”

“Using various learning methods” (G1)

**Table 2:** Description of the Findings

No	Habits	Findings
1	Proactive	Good and easy to implement in the learning process.
2	Begin with the end in mind	It helps students to stick to their goals.
3	Put first things first	Easy to implement.
4	Think win-win	Win or win thinking helps students think effectively during test or competition.
5	Seek first to understand and then to be understood	Understand to be understood is difficult to implement since students cannot introspect themselves, so sometimes they fail to understand others. Teachers always remind their students not to disturb others if they do not want to get disturbed.
6	Synergize	It encourages students to solve a problem creatively.
7	Sharpen the saw	Sharpening the saw requires repetitive habituation.

## **Discussion**

This part elaborates the findings related to the perceptions and the implementation of the seven habits at MIM PK Kartasura

### ***Proactive***

The findings of the research showed that proactiveness makes students more active in learning. This is evidenced by the activity of asking and answering questions. Asking and answering questions is a form of student creativity. This is in line with research conducted by Mubarak (2008), which explains that proactiveness is something that must be implemented by the RISK management in running the organization. They are required to be active and innovative people so they can develop the organization. Besides, they must also be able to think creatively in carrying out each program so that the program is not monotonous. Rehman and Nasir (2015) also pinpoint that proactive individuals are responsible for themselves and an individual who has the initiative is responsible for making things happen. Hendriyanto (2018) also argues individuals are responsible for themselves. The implementation of proactiveness for students, mosque youth, and people, in general, has a positive impact. This is demonstrated by the implementation of proactive habits for students to increase creativity, while for mosque youth it can develop innovation in an organization. Proactive habits can make individuals responsible for everything they do. Hidayati and Ismail (2018) state that in terms of learning, proactive individuals are not affected by environmental conditions. In general, through the implementation of proactive habits, all individuals can be responsible for whatever they do and are not easily affected by their surroundings.

### ***Begin with the End in Mind***

The findings disclose that repetitive habituation is needed to make people know their goals. This corresponds with the findings of Khalid and Ashraf (2011), who state that the final development of the mind begins with making concepts daily: edit, rewrite, and get the final concept. This statement is also in line with Wijoyo (2015), who says that it takes commitment and consistency to implement effective habits. This is because habits cannot be realized instantly but require repetition over a long time. Another study carried out with several college students shows that it cannot be denied that sometimes students are still confused about the future they want to live in, and are worried about various problems or examinations that always appear before them (Zuama & Mursanib 2012). The findings of this research also revealed that elementary school students experience confusion when making choices and still need help from teachers. This happens because both college students and elementary school students have goals they need to achieve. Therefore, habituation is necessary to help students identify their goals. Besides, time management also affects the final results.



### ***Put First Things First***

Research findings suggest that students should be able to set their priorities. In addition, they need to prioritize performing obligations and then receiving their rights. Research conducted by Hamdan (2003) and also Pandey (2014) state a similar thing, namely the time owned by humans is used for functions that exist in the time matrix, which is divided into four quadrants, namely quadrants I, II, III, and IV. Quadrant I contains important and urgent matters, which must be handled immediately. Whereas in quadrant II, there are important, but not urgent things. The quadrant III consists of an issue that is not important but urgent, while those in quadrant IV are neither important nor not urgent issues. People who can implement the quadrant II-yes, quadrant III and IV-no, are those who have understood the meaning of priority. This is also revealed in a study conducted by Wijoyo (2015) that one of the important principles for controlling time effectively is knowing that there is always time for important things. It is not the number of activities that matter, the problem is the value of what we do and how we do it. So, it is not the number of activities, but the quality and motivation behind that activity. Therefore, in determining the choices, one must be able to choose which ones are the priority so that the desired goals can be achieved. To achieve the priority, someone must be able to reject quadrants III and IV so that the affairs in quadrant II can be maximized, so in the end quadrant I can be eliminated or minimized

### ***Think Win-Win***

This research finds that win-win deals with competition. Contrary to other studies that reveal that win-win is a frame of mind that continually seeks mutual benefit for all human interactions. Win-win means that an agreement or solution provides mutual benefits and satisfaction. With a win or win solution, all parties feel happy with their decision and feel bound by their action plans. Win or win sees life as a cooperative, not competitive area (Wijoyo, 2015). There are six paradigms in human interaction, namely win or win; win or lose; lose or win; lose or lose; win; win or win or nothing. Win or win is different from winning; win or win creates a cooperative rather than a competitive climate, while winning creates a competitive state rather than a cooperative one. This is what causes differences in perceptions. In addition, it is also shown that win-win habit help students to think optimistically in the exam. This statement follows other research which states that thinking win/win, optimism, and integrity help people achieve their goals (Mubarok, 2008 ). This happens because both organizations and examinations need optimism. Aside from being optimistic, win-win thinking also requires three important characteristics, namely integrity, empathy, and courage.

### ***Seek First to Understand and Then to be Understood***

The research findings show that one of the ways to implement this habit is by teaching the students the principle that if you do not want to be disturbed by friends do not interfere with other friends. This means it is necessary to understand the feelings of others if you want to be understood. It is in line with research conducted by Mubarok (2008), who says that in understanding something, one must be able to be a good listener, listen with empathy, listen to understand what is conveyed by others, and understand the feelings of other people. This happens because in community organizations and the school environment a sense of mutual understanding is needed between one another, so it does not cause misunderstanding. Letam (2017) states that empathizing is a way to understand others. In general, understanding is the key to a good relationship. Getting the trust of others can start from being a good listener and then providing a solution.

### ***Synergize***

Establishing synergy can be done by working together with others to achieve better results. Synergy is seen in mutual respect and cooperation. This is in line with other research that says organizational actors must have more than just technical skills, they must be able to interact with people who also work in the organization (Mubarok, 2008). This is also mentioned in a study conducted by Hamdan (2003) that the core of synergy is to respect differences. Pandey (2014) states that if there are problems in the organization then all its members have the responsibility to solve them. This statement indicates that cooperation within the organization needs to be maintained since it plays a crucial role. Effective people are those who realize the limitations of their understanding and realize that to enrich it, they need to interact with other people. So, a good relationship requires cooperation to achieve maximum results. In addition, people should also respect differences. Each individual is dependent on another so that cooperation is needed to strengthen and achieve mutual goals.

### ***Sharpen the Saw***

The findings of this research show that sharpening the saw requires practice. This habit is to complete the other six habits. A person who has habits, both for himself and in the interpersonal relationship, needs to have the self-awareness to always renew his ability. This is under a study conducted by Hamdan (2003). A similar statement is also conveyed in other research, which says that self-development does not just appear. To achieve this, training with a spiral-like pattern is needed. This pattern trains us to move up along the spiral continuously. This spiral pattern forces us to go through three stages of activity: namely (1) learning, (2) commitment, and (3) action. This practice must be carried out continuously until the quality and productivity of our self becomes higher (Suherman et al, 2010). This is because there is a need for



continuous renewal and improvement in all fields so that they can keep up with the current situation. So, it is clear that in sharpening the saw continuous learning is needed.

## **Conclusion**

The Seven habits are the effective practices of being proactive, beginning with the end in mind, putting the first thing first, thinking win or win, understanding to be understood, synergizing, and sharpening the saw. Seven Habits can be implemented in any aspect of life, including education. The seven habits have not yet fully implemented at MIM PK Kartasura. Among the seven habits, putting the first thing first was the easiest to be implemented, while understanding to be understood was the hardest one. The habit which is most difficult to implement is understanding to be understood. This happens because the students still have a high ego. Thus, in order to effectively implement these, cooperation with other parties, at school or home, is needed. Moreover, teachers should always remind their students not to disturb others if they do not want to be disturbed by others. This research still has some limitations due to the limited time available to carry out the research. In addition, the seven habits have not been fully explored yet.



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