



STRENGTHENING CHARACTER THROUGH THE 7 HABITS OF GREAT INDONESIAN CHILDREN

PENGUATAN KARAKTER MELALUI 7 KEBIAASAAN ANAK INDONESIA HEBAT

Irma Suriani^{1*}, Ismainun Lubis², Hotnida³, Hamka⁴

¹*State Islamic University of Sheikh Ali Hasan Ahmad Addary Padangsidimpuan, Email: irmasuriani0107@gmail.com

²State Islamic University of Sheikh Ali Hasan Ahmad Addary Padangsidimpuan, Email: ismainun.lubis@gmail.com

³State Islamic University of Sheikh Ali Hasan Ahmad Addary Padangsidimpuan, Email: hotnidaharahap032@gmail.com

⁴State Islamic University of Sheikh Ali Hasan Ahmad Addary Padangsidimpuan, Email: hamka@uinsyahada.ac.id

*email koresponden: irmasuriani0107@gmail.com

DOI: <https://doi.org/10.62567/micjo.v3i1.1789>

Abstract

Character building is a key focus of elementary education, aimed at developing students with noble character, independence, and responsibility. One approach is to implement the 7 Habits of Great Indonesian Children, encompassing religiousness, discipline, honesty, responsibility, caring, hard work, and love for the homeland. This study aims to analyze the role and implementation of the 7 Habits of Great Indonesian Children in strengthening the character of elementary school students. The method used was a qualitative descriptive approach, with data collection techniques through observation, interviews, and documentation. The results indicate that consistent and integrated implementation of the 7 Habits of Great Indonesian Children in learning activities, daily routines, and school culture can improve students' attitudes of discipline, responsibility, honesty, social awareness, and religiosity. Furthermore, teacher involvement and support from the school environment are crucial factors in the success of character building. Therefore, the 7 Habits of Great Indonesian Children can be an effective strategy for building positive character in students sustainably.

Keywords : character building, character education, 7 Habits of Great Indonesian Children.

Abstrak

Penguatan karakter merupakan salah satu fokus utama dalam pendidikan dasar guna membentuk peserta didik yang berakhhlak mulia, mandiri, dan bertanggung jawab. Salah satu upaya yang dapat dilakukan adalah melalui penerapan 7 Kebiasaan Anak Indonesia Hebat yang meliputi kebiasaan religius, disiplin, jujur, tanggung jawab, peduli, kerja keras, dan cinta tanah air. Penelitian ini bertujuan untuk menganalisis peran dan implementasi 7 Kebiasaan Anak Indonesia Hebat dalam memperkuat karakter peserta didik di sekolah dasar. Metode yang digunakan adalah pendekatan deskriptif kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan 7 Kebiasaan Anak Indonesia Hebat secara konsisten dan terintegrasi dalam kegiatan pembelajaran, pembiasaan harian, serta budaya sekolah mampu meningkatkan sikap



disiplin, tanggung jawab, kejujuran, kepedulian sosial, dan religiusitas peserta didik. Selain itu, keterlibatan guru dan dukungan lingkungan sekolah menjadi faktor penting dalam keberhasilan penguatan karakter. Dengan demikian, 7 Kebiasaan Anak Indonesia Hebat dapat menjadi strategi efektif dalam membangun karakter positif peserta didik secara berkelanjutan.

Kata Kunci : penguatan karakter, pendidikan karakter, 7 Kebiasaan Anak Indonesia Hebat.

1. INTRODUCTION

Character education is a key foundation in basic education because it plays a crucial role in shaping students' personalities, including those who are faithful, have noble morals, are disciplined, responsible, and socially conscious. Lickona (2020) emphasized that systematic and continuous character education in schools can help students internalize moral values, which are reflected in their daily behavior. Therefore, strengthening character from an early age is a fundamental need to address the challenges of children's social and moral development.

Various international studies have shown that character education is more effective when integrated into school culture and daily habits. Berkowitz and Bier (2021) stated that a positive habit-based approach can shape students' character more deeply than approaches that focus solely on cognitive aspects. This aligns with the findings of Nucci et al (2022), who concluded that incorporating moral values into school activities significantly contributes to students' moral, social, and emotional development.

Strengthening character through habits is also relevant to the demands of 21st-century education. Arthur and Carr (2021) explain that character education integrated into positive habits can improve students' discipline, responsibility, and social ethics in social life. Furthermore, Deci and Ryan (2023), through a study of motivation, confirmed that a school environment that supports the instilling of positive values can sustainably increase students' intrinsic motivation and prosocial behavior.

From a global perspective, the success of character education is also greatly influenced by the role of teachers and the consistency of program implementation in schools. Althof and Berkowitz (2022) emphasize that teachers serve not only as instructors but also as primary role models in shaping students' character through the attitudes and habits they display in school life. Therefore, character education needs to be designed contextually and integrated with learning activities and school culture.

In Indonesia, character-building efforts are realized through various habituation programs, one of which is the 7 Habits of Great Indonesian Children. Pratiwi and Handayani (2024) explained that this program was designed to instill positive habits such as waking up early, praying, exercising, eating healthy, enjoying learning, contributing socially, and going to bed on time, which have direct implications for developing the disciplined and responsible character of elementary school students.

Another national study conducted by Ramadhan and Fitria (2024) showed that the implementation of the 7 Habits of Great Indonesian Children not only impacted student behavior at school but also formed positive habits within the family environment through



continuous practice. Meanwhile, Putra and Rahmawati (2023) emphasized that the success of this character-building program is greatly influenced by collaboration between schools, teachers, and parents in creating a consistent character culture.

Based on this description, the 7 Habits of Great Indonesian Children can be viewed as a strategic and relevant approach to strengthening student character in elementary schools. Therefore, this study aims to examine in-depth the role of the 7 Habits of Great Indonesian Children in strengthening student character and identify supporting factors and challenges in its implementation in elementary school settings.

2. RESEARCH METHOD

This study used a qualitative approach with descriptive methods, aiming to provide an in-depth description of the character-building process for students through the implementation of the 7 Habits of Great Indonesian Children in elementary schools. A qualitative approach was chosen because it can reveal social and educational phenomena contextually and provide a comprehensive understanding of student behavior, attitudes, and habits within the school environment. Creswell and Poth (2023) stated that qualitative research is highly appropriate for examining values-based educational practices and habituation because it emphasizes the meaning, process, and experiences of the research subjects.

The subjects of this study included school principals, classroom teachers, and elementary school students directly involved in the implementation of the 7 Habits of Great Indonesian Children program. Subject selection was purposive, considering active involvement in character-building activities. This approach aligns with the views of Merriam and Tisdell (2022), who assert that purposive participant selection in qualitative research allows researchers to obtain rich and relevant data relevant to the research focus.

Data collection techniques in this study included observation, interviews, and documentation. Observations were conducted to directly observe student behavior and habits during daily habituation activities at school. Semi-structured interviews were used to explore teachers' and principals' perspectives on the implementation, benefits, and challenges of the 7 Habits of Great Indonesian Children program. Documentation was used to supplement the data, including school programs, habituation activity schedules, and student character development records. Sari and Setiawan (2023) explain that the integrated use of observation, interviews, and documentation is an effective technique for assessing the implementation of habituation-based character education in elementary schools.

Data analysis was conducted through the stages of data reduction, data presentation, and conclusion drawing. Data obtained from various sources were analyzed thematically to identify patterns and meanings related to strengthening student character. This process was carried out continuously during and after data collection to ensure the research results had a high level of validity. To ensure data validity, this study employed source and technique triangulation techniques, ensuring greater validity and reliability of the data obtained.



With this research method, it is hoped that this study will provide a comprehensive overview of the role of the 7 Habits of Great Indonesian Children program in strengthening student character in elementary schools and serve as a reference for the development of sustainable character education practices.

3. RESULT AND DISCUSSION

The research results show that the implementation of the 7 Habits of Great Indonesian Children has a positive impact on strengthening the character of elementary school students. Based on observations, students experienced increased discipline, responsibility, religiosity, and social awareness, which were reflected in daily school habits. Habits such as arriving on time, attending group worship services, maintaining a clean environment, and actively participating in learning activities became more consistent compared to before the program was implemented. This indicates that routine habits can shape positive student behavior sustainably and not temporarily.

Interviews with teachers and principals revealed that the implementation of the 7 Habits of Great Indonesian Children helps teachers build a positive and conducive school culture. Teachers assessed that consistent habits facilitate the internalization of character values because students not only receive theoretical knowledge but also practice it directly in daily school life. This finding aligns with research by Wahyuni and Hidayat (2023), which states that character education in elementary schools is effective in shaping positive student behavior when implemented consistently and integrated into learning activities and school culture.

Furthermore, documentation shows that the 7 Habits of Great Indonesian Children have been integrated into various school programs, such as morning activities, classroom learning, and co-curricular and extracurricular activities. This integration allows students to gain a comprehensive and continuous character learning experience. This finding supports research by Putri and Kurniawan (2024), which states that integrating character education programs into various school activities can increase students' awareness of the importance of discipline and responsibility, both at school and at home.

Conceptually, this study's findings align with international research that emphasizes the importance of a habit-based approach to character education. Arthur et al (2021) demonstrated that character education based on practice and habituation has a stronger influence on student behavior than approaches that emphasize only cognitive aspects. Repeated habituation provides students with opportunities to learn through real-life experiences, making character values more easily ingrained.

Furthermore, the results of this study reinforce the findings of Agboola and Tsai (2022), who stated that cultivating character values in the school environment can help students develop discipline, responsibility, and social skills sustainably. Consistently practiced habits allow character values to become ingrained naturally and become part of the student's personality. A school environment that supports positive habits also plays a crucial role in creating a learning climate conducive to character strengthening.



Furthermore, this study aligns with the findings of Almerico et al (2023), who emphasized that the success of character education is greatly influenced by the consistency of program implementation and the role of teachers as role models. In the context of the 7 Habits of Great Indonesian Children program, teachers play a strategic role in providing concrete examples through daily attitudes and behaviors, making it easier for students to imitate and apply these positive habits in their lives.

Therefore, the results and discussion of this study confirm that the 7 Habits of Great Indonesian Children program is an effective strategy for strengthening student character in elementary schools. This program not only contributes to the development of positive student behavior but also strengthens a school culture oriented toward character values. Therefore, the implementation of this program needs to be continuously developed with the support of all school members and parents so that character building can run optimally and have long-term impacts.

4. CONCLUSION

The conclusion of this study confirms that the implementation of the 7 Habits of Great Indonesian Children is an effective strategy for strengthening the character of students in elementary schools. This program is able to encourage positive changes in student behavior, particularly in aspects of discipline, responsibility, religiosity, and social awareness. Character strengthening is not only evident in individual student attitudes but is also reflected in collective habits that develop sustainably within the school environment.

Furthermore, the results of the study indicate that a consistent habituation approach significantly contributes to the internalization of character values. Students not only understand character values conceptually but also practice them through routine activities in daily school life. This process demonstrates that character education is more meaningful when implemented through real and repeated experiences, allowing the instilled values to become ingrained in students.

In addition to its impact on students, the implementation of the 7 Habits of Great Indonesian Children also plays a crucial role in building a positive and conducive school culture. The involvement of teachers and principals in integrating these habits into learning activities, routine school activities, and co-curricular and extracurricular activities strengthens the consistency of the program's implementation. Thus, schools serve not only as a place for transferring knowledge but also as a space for systematic and planned character formation.

This research also emphasizes the strategic role of teachers as role models in the success of character education. The exemplary behavior demonstrated through teachers' attitudes, behaviors, and commitment to implementing the 7 Habits of Great Indonesian Children has a strong influence on students. When teachers consistently demonstrate character values in their daily practices, students are more likely to imitate them and incorporate them into their daily lives, both inside and outside the school environment.



Therefore, character strengthening through the 7 Habits of Great Indonesian Children not only contributes to the formation of positive student behavior but also strengthens the synergy between character education values and educational practices in elementary schools. This program serves as a strategic tool for realizing education that is not solely oriented toward academic achievement but also focuses on the holistic and sustainable development of students' character.

In conclusion, the results of this research provide important implications for the development of character education policies and practices in elementary schools. The implementation of the 7 Habits of Great Indonesian Children needs to be continuously developed and adapted to the context of each school, and supported by collaboration between schools, parents, and the community. With continued support, this program is expected to become a strong foundation in shaping a generation of students with character, integrity, and who are ready to face the challenges of life in the future.

5. REFERENCES

Agboola, A., & Tsai, K. C. (2022). Bringing character education into classroom: A systematic review of effective practices. *International Journal of Educational Research*, 11(4), 19–49.

Almerico, G. M., Baker, R. K., & Wang, Y. (2023). Teachers as role models in character education: Practices and challenges in elementary schools. *Journal of Moral Education*, 52(3), 356–570.

Althof, W., & Berkowitz, M. W. (2022). Moral education and character development in schools. *Journal of Moral Education*, 51(2), 123–138.

Arthur, J., & Carr, D. (2021). Character education and the virtues: Research perspectives and challenges. *British Journal of Educational Studies*, 69(1), 1–16.

Arthur, J., Kristjánsson, K., & Harrison, T. (2021). Virtue-based character education and practical wisdom in schools. *Educational Philosophy and Theory*, 5(9), 899–912.

Berkowitz, M. W., & Bier, M. C. (2021). What works in character education: A research-driven guide for educators. *Journal of Research in Character Education*, 17(1), 1–20.

Creswell, J. W., & Poth, C. N. (2023). Qualitative inquiry and research design: Choosing among five approaches. In (5th ed.). SAGE Publications.

Deci, E. L., & Ryan, R. M. (2023). Self-determination theory and the promotion of prosocial behavior in education. *Educational Psychologist*, 58(1), 1–15.

Lickona, T. (2020). *Educating for character: How our schools can teach respect and responsibility*. Bantam Books.

Merriam, S. B., & Tisdell, E. J. (2015). Qualitative Research: A Guide to Design and Implementation. *Jossey-Bass*.

Nucci, L., Narvaez, D., & Krettenauer, T. (2022). Handbook of moral and character education. In (3rd ed.). Routledge.

Pratiwi, N., & Handayani, S. (2024). Implementasi 7 Kebiasaan Anak Indonesia Hebat dalam



penguatan karakter siswa sekolah dasar. *Jurnal Pendidikan Dasar*, 15(1), 45–56.

Putra, A. R., & Rahmawati, D. (2023). Kolaborasi sekolah dan orang tua dalam penguatan pendidikan karakter berbasis pembiasaan. *Jurnal Pendidikan Dan Pembelajaran*, 30(2), 134–145.

Putri, A. R., & Kurniawan, R. (2024). Integrasi program pembiasaan karakter dalam kegiatan sekolah dasar. *Jurnal Pendidikan Karakter*, 14(1), 45–56.

Ramadhan, A., & Fitria, Y. (2024). Pembiasaan karakter melalui program 7 Kebiasaan Anak Indonesia Hebat di sekolah dasar. *Jurnal Pendidikan Anak*, 10(1), 78–89.

Sari, R. P., & Setiawan, D. (2023). Implementasi pendidikan karakter berbasis pembiasaan di sekolah dasar. *Jurnal Pendidikan Dasar Indonesia*, 8(2), 112–121.

Wahyuni, S., & Hidayat, T. (2023). Implementasi pendidikan karakter melalui budaya sekolah di sekolah dasar. *Jurnal Cakrawala Pendidikan*, 42(2), 289–301.