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SOCIETY HABITS IN THE 7 KAIH MOVEMENT TO IMPROVE THE SOCIO-EMOTIONAL ABILITIES OF CHILDREN AGED 5-6 YEARS

KEBIASAAN BERMASYARAKAT DALAM GERAKAN 7 KAIH UNTUK MENINGKATKAN KEMAMPUAN SOSIO-EMOSIONAL ANAK USIA 5-6 TAHUN

Nursidah[1*], Nina Yuminar Priyanti[2], Rizawati[3]

[1*,2,3]Universitas Panca Sakti Bekasi, Email : nursidah351@guru.paud.belajar.id

*email koresponden: nursidah351@guru.paud.belajar.id

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Abstract

This study aims to describe the implementation of social engagement habits as part of the Great Indonesian Children's 7 Habits Movement in enhancing the social-emotional skills of children aged 5–6 in South Jakarta. The study employs a qualitative method with a descriptive approach. Data were collected through observation, interviews, and documentation involving school principals, teachers, parents, and children in "Group B" (kindergarten level). Data analysis utilized the Miles and Huberman model, comprising data condensation, data display, and conclusion drawing. The results indicate that the practice of social engagement habits was implemented in a planned and integrated manner within daily school activities. Teachers acted as role models, facilitators, and guides in instilling social values. The implementation of these habits contributed positively to the children's social-emotional development, specifically regarding skills such as cooperation, sharing, empathy, emotional regulation, and adherence to rules. The program's success was supported by collaboration between the school and parents, although challenges remained regarding individual differences in children's characteristics and the consistency of these habits within the family environment.

Keywords : Great Indonesian Children's 7 Habits Movement, Social Engagement Habits, Social-Emotional, Early Childhood.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan kebiasaan keterlibatan sosial sebagai bagian dari Gerakan 7 Kebiasaan Anak Indonesia Hebat dalam meningkatkan keterampilan sosial-emosional anak usia 5–6 tahun di Jakarta Selatan. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi yang melibatkan kepala sekolah, guru, orang tua, dan anak-anak di "Kelompok B" (jenjang taman kanak-

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kanak). Analisis data menggunakan model Miles dan Huberman, yang mencakup kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa praktik kebiasaan keterlibatan sosial dilaksanakan secara terencana dan terintegrasi dalam kegiatan sekolah sehari-hari. Guru berperan sebagai teladan, fasilitator, dan pembimbing dalam menanamkan nilai-nilai sosial. Penerapan kebiasaan-kebiasaan ini memberikan kontribusi positif terhadap perkembangan sosial-emosional anak, khususnya terkait keterampilan seperti kerja sama, berbagi, empati, regulasi emosi, dan kepatuhan terhadap aturan. Keberhasilan program ini didukung oleh kolaborasi antara pihak sekolah dan orang tua, meskipun masih terdapat tantangan terkait perbedaan karakteristik individu anak serta konsistensi penerapan kebiasaan tersebut di lingkungan keluarga.

Kata Kunci : Gerakan 7 Kebiasaan Anak Indonesia Hebat, Kebiasaan Keterlibatan Sosial, Sosial-Emosional, Anak Usia Dini.

1. INTRODUCTION

Early childhood education (ECE) is a fundamental stage of education that plays an important role in supporting children's holistic development. At this stage, educational experiences are not limited to cognitive development but also encompass language, moral, physical-motor, and social-emotional development. Early childhood education is intended to provide appropriate stimulation to support children's physical and psychological growth and prepare them for subsequent educational stages (Suryameng, 2018; Raihana, 2018). Therefore, learning experiences provided during early childhood need to address children's developmental needs comprehensively and create opportunities for them to learn through meaningful experiences and daily interactions.

Children aged 5–6 years are experiencing a significant period of development in which their ability to interact with others, understand social situations, and regulate emotions continues to develop. Social-emotional development is particularly important because it involves children's ability to understand their own emotions, interact with others, and establish healthy social relationships (Mannassai, 2024). At this age, children are increasingly expected to cooperate with peers, share, respect others' opinions, follow rules, take responsibility, and regulate their emotional responses. Social-emotional competence therefore constitutes an important foundation for children's adjustment to the school environment and their readiness to participate in subsequent educational experiences.

Social-emotional development encompasses several interrelated competencies, including self-awareness, emotional regulation, social skills, empathy, and prosocial behavior. Children aged 5–6 years are expected to demonstrate increasing independence in managing their emotions, participate in group activities, cooperate with peers, communicate appropriately, share, wait for their turn, and follow rules. They also gradually develop the ability to understand the feelings of others and demonstrate concern and empathy in social interactions (Suyadi, 2020; Sujiono, 2019; Denham, 2018; Santrock, 2018). These competencies do not develop automatically but require continuous stimulation, positive experiences, adult guidance, and opportunities to practice appropriate behavior in everyday situations.

Nevertheless, the development of social-emotional competence among young children remains a challenge. Problems such as limited cooperation, lack of empathy, difficulties in emotional regulation, and inadequate discipline may still be observed in early childhood settings (Wasta, 2024). Such conditions indicate that providing information or verbal instruction alone is insufficient to establish positive behavior. Children need repeated opportunities to experience and practice desirable behaviors through consistent habituation. In early childhood education, habituation is particularly relevant because children learn through repetition, imitation, direct experience, and interaction with adults and peers.

Previous research cited in this study supports the importance of positive habituation in developing children's character and social-emotional competence. Alifah et al. (2021) found that habituating children to use simple expressions such as "please," "sorry," and "thank you" could contribute to character development among children aged 5–6 years. Pratiwi (2024) reported that

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systematic and continuous learning activities could strengthen children's cooperation, patience, and sharing abilities. Similarly, Rinu (2024) found that consistent habituation contributed to the development of positive behavior and children's social-emotional competence. These findings suggest that social-emotional development can be strengthened through systematic and sustainable practices embedded in children's daily activities.

One program that is relevant to this approach is the Seven Habits of Great Indonesian Children Movement (Gerakan 7 Kebiasaan Anak Indonesia Hebat). The movement is designed to cultivate positive habits in children through daily practices that support discipline, responsibility, healthy living, positive attitudes, and social participation. In the context of early childhood education, the implementation of these habits can provide children with repeated opportunities to practice positive behaviors in both school and home environments (Kemendikdasmen, 2025). The program is therefore not merely concerned with establishing daily routines but also with developing children's character and behavioral dispositions through continuous practice.

The Seven Habits Movement is particularly relevant to social-emotional development because several of its values are closely associated with children's social and interpersonal competencies. Through consistent habituation, children can gradually learn to take responsibility, cooperate with others, demonstrate concern, manage themselves, and participate appropriately in their social environment (Irchamni, 2024). The effectiveness of such a program, however, depends on consistency in its implementation and the extent to which the habits are reinforced across different environments. Alamsyah (2024) emphasizes the importance of consistent habituation in supporting the development of children's positive behavior in both school and family settings.

Among the seven habits, Bermasyarakat, or social participation, has particular relevance to children's social-emotional development. This habit encourages children to interact with others, cooperate, share, respect others, and participate appropriately in their surrounding social environment. Such experiences provide children with opportunities to develop empathy, social responsibility, communication skills, and the ability to manage their behavior within a group. The development of social behavior through daily experiences is important because children need to learn not only what constitutes appropriate behavior but also how to apply it when interacting with others (Taufiqurrahman, 2019).

The implementation of positive habits also requires an important role from teachers. In early childhood education, teachers function not only as instructors but also as facilitators, guides, and role models. Children observe and imitate adults' behavior; consequently, teachers' consistency in demonstrating positive social behavior is an important component of habituation. The implementation of the Seven Habits Movement is also consistent with character education perspectives that emphasize the development of moral knowledge, moral feelings, and moral action (Mainuddin, 2023). Similarly, the educational philosophy of Ki Hajar Dewantara emphasizes the teacher's role as a role model, motivator, and guide, reflected in the principles of *ing ngarso sung tulodo, ing madya mangun karsa, tut wuri handayani* (Iskandari, 2020). Thus, teachers' daily behavior and interaction with children are integral to the successful internalization of positive habits.

The implementation of the Seven Habits Movement also requires collaboration between school and family. Habits developed at school need to be reinforced at home so that children experience consistency in expectations and behavioral practices. Previous findings have indicated that the implementation of the movement can strengthen teachers' understanding, classroom habituation practices, and collaboration between teachers and parents (Wahyuningtyas et al., 2024). In addition, the program has been associated with the development of positive social behavior and sustainable positive habits among young children (Nurhayati, 2024). This indicates that the success of habituation cannot be separated from the involvement of adults who consistently provide examples, guidance, reinforcement, and opportunities for children to practice positive behaviors.

However, the implementation of the Seven Habits Movement may encounter various challenges. Differences in children's characteristics, variations in family environments, parental

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involvement, and the consistency of habituation practices may influence the extent to which positive habits become internalized (Wasta, 2024). Previous research has also identified difficulties in establishing certain habits consistently, demonstrating that habituation requires continuous support from both educational institutions and families. Therefore, examining the implementation of the movement within a particular early childhood education context is important to understand how the intended values are translated into everyday educational practices.

This issue is particularly relevant at TKIT Baitul Hikmah, South Jakarta, where initial observations indicated that the social-emotional development of some children aged 5–6 years was not yet optimal. Several children were still less active in interacting with peers, tended to play independently, and required teacher guidance during group activities. Some children also experienced difficulties in regulating emotions, such as becoming angry, disappointed, or crying when facing relatively simple problems. In addition, difficulties were observed in following classroom rules and waiting for turns during activities. These conditions indicate a gap between the expected outcomes of positive habituation and the actual social-emotional development observed in the educational setting.

Based on the theoretical perspectives, previous research, and initial observations, the implementation of the Seven Habits of Great Indonesian Children Movement, particularly the Bermasyarakat habit, warrants further investigation. Understanding how teachers implement social habituation, how children respond to the habituation process, and what factors support or hinder its implementation can provide a more comprehensive picture of its contribution to children's social-emotional development. Therefore, this study aims to examine the implementation of the Seven Habits of Great Indonesian Children Movement in supporting the social-emotional development of children aged 5–6 years at TKIT Baitul Hikmah, South Jakarta.

2. RESEARCH METHOD

This study employed a qualitative descriptive approach to examine the implementation of the *Bermasyarakat* habit within the Seven Habits of Great Indonesian Children Movement (*Gerakan 7 Kebiasaan Anak Indonesia Hebat*) and its contribution to the social-emotional development of children aged 5–6 years. The research was conducted at TKIT Baitul Hikmah, South Jakarta, involving Group B children, teachers, the principal, and parents as research participants. Data were collected through observation, semi-structured interviews, and documentation. Observations focused on children's social-emotional behaviors, including peer interaction, cooperation, sharing, emotional regulation, compliance with rules, and discipline. Interviews explored the implementation of the habituation program, teachers' roles, children's development, parental involvement, and supporting and inhibiting factors. Documentation was used to complement the observational and interview data.

The researcher served as the primary instrument, supported by observation, interview, and documentation guidelines. Data were analyzed using the Miles, Huberman, and Saldaña interactive model, consisting of data condensation, data display, and conclusion drawing and verification. Data credibility was strengthened through source and technique triangulation by comparing information from the principal, teachers, parents, observations, and documentation. The research procedure consisted of preliminary observation, data collection, data analysis, verification, and conclusion formulation.

3. RESULT AND DISCCUSSION

Implementation of the *Bermasyarakat* Habit

The findings indicate that the implementation of the *Bermasyarakat* habit as part of the Seven Habits of Great Indonesian Children Movement at TKIT Baitul Hikmah, South Jakarta, was conducted systematically, consistently, and continuously. The habituation was integrated into daily routines, learning activities, play activities, and interactions among children and teachers. It was not implemented as a separate program but had developed into part of the school culture.

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The observed activities included greeting teachers and friends, shaking hands, communicating politely, sharing learning materials and food, helping friends, participating in group activities, working together to clean the classroom, and resolving conflicts through dialogue. Children were also encouraged to wait for their turns, follow classroom agreements, and take responsibility for returning learning and play materials to their proper places. These activities provided children with direct opportunities to practice social behavior in meaningful situations.

The findings suggest that habituation was effective because it was carried out repeatedly in various contexts rather than being limited to specific learning sessions. The consistency of these practices allowed children to gradually internalize social values and transform them into everyday behavior. This finding is consistent with the principle that character development in early childhood requires repeated experiences, modeling, and reinforcement.

The implementation also reflects the characteristics of early childhood learning, in which children learn effectively through direct experience and play. The study found that group play, collaborative projects, role-playing, and other experiential activities provided opportunities for children to practice cooperation and communication directly. Thus, the *Bermasyarakat* habit functioned not only as a character-building program but also as an integral component of the children's learning experience.

Teachers' Role in Implementing the *Bermasyarakat* Habit

The findings demonstrate that teachers played a central role in the implementation of the *Bermasyarakat* habit. Teachers acted as role models, facilitators, motivators, guides, mediators, and evaluators. These roles were demonstrated throughout the learning process, from welcoming children in the morning to classroom activities and closing routines.

As role models, teachers consistently demonstrated greetings, polite communication, respect for others, and positive ways of resolving conflicts. As facilitators, teachers designed group play, collaborative projects, role-playing, and sharing activities. As motivators, teachers provided praise, appreciation, and positive reinforcement when children demonstrated prosocial behavior. As guides and mediators, teachers assisted children in managing emotions, resolving conflicts, apologizing, forgiving, and reaching agreements. Meanwhile, as evaluators, teachers observed children's social-emotional development and recorded their progress to determine appropriate follow-up actions.

The teacher's role as a model was particularly important. The findings indicate that children tended to imitate the social behaviors demonstrated by adults around them. Therefore, teachers' consistency in practicing the values they expected children to develop became an important element in the habituation process. The study further found that teachers communicated with parents regarding children's social behavior, thereby supporting continuity between school and home.

These findings support the view that early childhood teachers are not merely transmitters of knowledge but also agents of character formation. Positive social behavior is more likely to become internalized when children repeatedly observe, experience, and practice such behavior within a supportive environment.

Development of Children's Social-Emotional Abilities

The findings demonstrate positive development in several dimensions of children's social-emotional competence following the implementation of the *Bermasyarakat* habit. The most visible changes involved social interaction, cooperation, sharing, empathy, emotional regulation, compliance with rules, and responsibility.

In terms of social interaction, most children became more willing to greet others, communicate, express their opinions, and join peer groups. In terms of cooperation, children increasingly participated in group activities, shared responsibilities, discussed simple tasks, and helped their peers. The children also demonstrated improvement in sharing, including sharing toys, learning materials, and food without always requiring teacher direction.

Improvement was also observed in empathy and prosocial behavior. Children increasingly demonstrated concern for peers who were experiencing difficulties or sadness. Some children began

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to comfort friends who were crying and offer assistance without being instructed by the teacher. In terms of emotional regulation, most children became more capable of expressing their feelings verbally and controlling emotional reactions.

The children also demonstrated improvement in rule compliance and responsibility. They became more accustomed to waiting for their turns, following classroom agreements, returning play materials, completing assigned activities, and maintaining classroom cleanliness.

Nevertheless, the development did not occur at the same rate for all children. At the beginning of the implementation, some children still tended to play alone, were reluctant to join groups, had difficulty sharing, became easily upset when their wishes were not fulfilled, or experienced difficulties waiting for their turns. After continuous habituation, most children gradually demonstrated more positive behavior.

These findings indicate that social-emotional development is a gradual process. Consistent habituation provides children with repeated opportunities to practice social skills until these behaviors become increasingly familiar and spontaneous.

Supporting Factors

Several factors supported the successful implementation of the *Bermasyarakat* habit. These included school commitment, teacher role modeling, a supportive school environment, school-family cooperation, and child-centered learning. The commitment of the principal and teachers ensured that the habituation was implemented consistently. A supportive school environment also provided children with opportunities to practice social skills directly through interaction, play, cooperation, and group activities. In addition, communication between school and parents through communication groups, liaison books, and parenting activities supported continuity between school-based and home-based habituation.

Child-centered learning was another important supporting factor. Group play, collaborative projects, role-playing, and experiential activities allowed children to practice social values rather than merely receive verbal explanations. The findings suggest that the most influential supporting factor was the consistency of the entire school community in making positive habituation part of the school culture.

Inhibiting Factors

Despite the positive implementation, several challenges were identified. These included differences in children's developmental characteristics, egocentric tendencies, inconsistent habituation at home, limited instructional time, and differences in parental involvement. Differences in developmental characteristics meant that children responded to the habituation process at different rates. Some children adapted quickly to peer interaction and cooperation, whereas others required more intensive support because they were shy, reluctant to communicate, preferred solitary play, or had difficulty regulating emotions.

The study also identified the persistence of egocentric tendencies in some children. This was reflected in behaviors such as wanting to be first, difficulty waiting for turns, reluctance to share toys, and frustration when their wishes were not fulfilled. These behaviors were interpreted as part of the developmental characteristics of young children and therefore required gradual and repeated habituation.

Another significant challenge was the inconsistency of habituation between school and home. Some parents actively continued the habits introduced at school, while others had limited time to accompany their children because of work and other responsibilities. Consequently, reinforcement of positive social behavior was not equally consistent across children.

DISCUSSION

The findings demonstrate that the *Bermasyarakat* habit within the Seven Habits of Great Indonesian Children Movement can support the development of social-emotional competence when implemented consistently, continuously, and through meaningful experiences. The improvement observed in interaction, cooperation, sharing, empathy, emotional regulation, rule compliance, and

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responsibility indicates that social-emotional learning becomes more meaningful when children are given opportunities to practice these behaviors directly.

The findings are consistent with previous research cited in the study. Priyanti and Rahayu (2024), for example, found that consistent habituation of religious and character values could strengthen cooperation, sharing, empathy, compliance with rules, and emotional regulation among young children. The present findings also support Wahyuningtyas et al. (2024), who emphasized the importance of teacher competence in implementing the Seven Habits Movement. In the present study, teachers' roles extended beyond program implementation to include modeling, facilitation, motivation, mediation, and guidance.

The findings also reinforce the importance of school culture. The *Bermasyarakat* habit was not confined to formal learning activities but appeared in routine, spontaneous, and interpersonal interactions throughout the school day. This suggests that character development is more sustainable when positive values become part of the school culture rather than being treated as an isolated program.

The findings further support the importance of family involvement. Research by Lisnasari and Nabila (2025) and Purwanti et al. (2024), as discussed in the study, similarly identified difficulties in maintaining positive habits when habituation was not consistently reinforced in the family environment. The present study therefore indicates that the continuity of habituation between school and home is an essential condition for strengthening children's social-emotional development.

In conclusion, the implementation of the *Bermasyarakat* habit at TKIT Baitul Hikmah demonstrates that positive social-emotional development can be strengthened through consistent habituation embedded in daily activities. The effectiveness of the program is not determined solely by the existence of the Seven Habits Movement but by the quality and consistency of implementation, teacher modeling, child-centered learning, school culture, and collaboration between school and family. The findings therefore highlight the importance of treating social-emotional development as a continuous process that requires coordinated support from the entire educational environment.

4. CONCLUSION

The findings indicate that the implementation of the Bermasyarakat habit within the Seven Habits of Great Indonesian Children Movement at TKIT Baitul Hikmah, South Jakarta, was implemented consistently through daily routines, learning activities, play, and social interactions. The habituation was integrated into the school culture through activities such as greeting others, sharing, cooperating, helping peers, waiting for turns, following rules, and maintaining the classroom environment.

The implementation contributed positively to children's social-emotional development, particularly in social interaction, cooperation, sharing, empathy, emotional regulation, discipline, and responsibility. Teachers played a central role as role models, facilitators, motivators, guides, mediators, and evaluators, while collaboration between teachers and parents supported the continuity of positive habituation between school and home.

The implementation was supported by school commitment, teacher consistency, a positive learning environment, child-centered activities, and family involvement. However, differences in children's developmental characteristics, egocentric tendencies, inconsistent habituation at home, limited time, and varying parental involvement remained challenges. Therefore, the study concludes that the Bermasyarakat habit can support the social-emotional development of children aged 5–6 years when implemented consistently, continuously, and collaboratively by the school and family.

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