



Analysis of Habituation Implementation to Build Discipline for Elementary School Students in the Modern Era

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Abstract. The implementation of habituation programs in elementary schools can build student character, especially the character of discipline that needs to be instilled early. This research aimed to describe the implementation of the habituation program to build discipline for elementary school students in the modern era. The research method used was descriptive-qualitative with a phenomenological design. The research subjects were the principal, the class teacher, and the students. The research was conducted at MI Muhammadiyah Paseban Bayat. The data collection techniques used in this research were observation, interviews, and documentation. The data collected were tested using data triangulation. Data analysis was carried out using the Miles Huberman model, where several things were carried out, including data analysis by data reduction, data presentation, and conclusions. The research results showed that MI Muhammadiyah Paseban had implemented a routine habituation program well, starting with students shaking hands with the teacher before entering class, class schedules, praying before studying, muraja'ah, reciting the precepts of pancasila, dhuha and dhuhur prayers together, extracurricular activities, and dying school in an orderly manner. The habituation program has a positive impact related to the disciplinary character of students. Furthermore, some factors affect the success of the habituation program on the formation of students' disciplinary character, which is affected by student awareness, the role of the teacher, family factors, and technological developments. The habituation program that takes place in schools does not escape the developments of the current era. The rapid development of technology makes teachers have to provide new efforts for educational progress to improve student discipline by utilizing technology that is developing in the modern era through habituation programs.

Keywords: Discipline · Modern era · Habituation · Elementary school

1 Introduction

The existence of a nation is largely determined by the character of its people [1]. Character is significant because it is one of the elements of individuality that affects how a person behaves. However, nowadays, the decline in morale occurs a lot among students due to

the lack of character education [2]. We frequently encounter students who skip school and choose to play online games, students who come to school with untidy clothes, cheat on exams, are disrespectful to teachers, and do not obey discipline. These facts show that the moral decline of the current generation of the nation is caused by the many problems and difficulties of life in the modern era, so character education is needed to foster morality in society and the nation [3]. One character that is starting to fade is the character of discipline. Discipline is obeying various established rules [4]. These rules include the rules in the school, ranging from how students dress neatly according to the rules, enter school on time, collect assignments on time, and so on. The value of disciplinary character is fundamental for students to have so that other good character values appear. In carrying out teaching activities, teachers must be able to implement character education to build a quality generation [5]. Strengthening the character of discipline can be achieved through applying for habituation programs.

Schools need to provide habituation programs that can build students' character, especially discipline, which needs to be instilled early. It is in line with the opinion of [6] that habituation activities are important in character education or character development. The government firmly regulates the importance of habituation patterns in schools as a school culture, as stipulated in Permendikbud No. 23 of 2015 concerning the Growth of Ethics or Character; Article 1, Paragraph 4 states that: "Habituation is a series of activities that must be carried out by students, teachers, and education personnel aimed at cultivating good habits and building a generation of positive character." The government and society also realize that the function and role of technology are indispensable in the world of education, especially in strengthening the value of disciplinary character because a country's development and progress can be seen in how education produces quality human resources [7].

The impact of technology on modern society enforces it by starting an educational climate, so learning activities must be balanced and in harmony with society's needs, aspirations, and norms [8]. The estuary of globalization, synonymous with "modernization", shows a change in all aspects of life. The change follows the rapid advancement of technology, where technology is one of the most attractive propositions for everyone today. It is a process of renewal that covers all aspects of life using technology as its main vehicle [9]. In the current era of globalization, where students are more familiar with technology, a fair attitude is needed from both educators and society in general, which shows the identity and character of educators as professionals and educative members of society [10]. Thus, during difficult times such as pandemics, it has a tremendous impact on the scope of technology and education, which play a significant role in all aspects of the times.

Madrasah Ibtidaiyah Muhammadiyah Paseban has implemented a habituation program. The program aims to instill a disciplinary character, including students' arriving at school on time, dressing neatly, and collecting assignments on time. However, in its application, students who are not disciplined are still found, especially in dressing. The difference in the disciplinary character of students can be triggered because character education is only taught to the stage of knowledge, not yet to the point of implementation in daily life [11]; Especially in the era of modernization, thus, this revolution made a paradigm shift in the morals and character of students. The school acts

as an academic setting and social agent for forming morality. Hence, the school is one of the educational institutions in charge of fostering and developing character values [12]. Therefore, schools should strive to cultivate the positive character of their students through habituation programs.

Based on previous research related to the implementation of habituation in elementary schools has been carried out by several researchers, including [13], who stated that the implementation of habituation carried out at SD Negeri 2 Ngepungsari has gone well, and various kinds of habituation activities are carried out at the school. Habituation activities in such schools can build the character of student discipline. Another research on habituation conducted by [8] reflects how essential education is for everyone who will live in the future with various challenges that will be faced later. This research can be used to conclude that habituation in education may not last long and can also survive due to the massively expanding power of technology. The research conclusion of [7] is that educational outcomes and habituation are less directly related to income for direct business growth, which is why governments tend to cut education budgets. In the modern era, teaching materials in the form of comic books play a significant role in improving the ability and quality of education in the habituation of students in elementary schools [14]. However, based on these previous studies that examined the implementation of habituation programs to build student discipline in MI Muhammadiyah Paseban in the modern era does not yet exist. This situation is critical to be studied and explored to help teachers and students respond to the changing times; thus, disciplinary and other characteristics can be more embedded through habituation programs in the rapid development of technology. Therefore, this research aims to analyze the implementation of habituation programs to build discipline for elementary school students in the modern era. The research findings will be important for basic education in Indonesia to create effective solutions related to student discipline problems during the rapid technological development era.

2 Method

Styles this research used a qualitative descriptive design with a phenomenological approach. The research focused on habituation programs for building student discipline in the modern era. The author conducted research at MI Muhammadiyah Paseban in the Bayat Sub-district, Klaten Regency, Central Java. The research site was selected because of the characteristics of the students; many students were still undisciplined. In addition, the researcher chose the place because he observed this phenomenon long enough that he decided to take a sample at the school. The research subjects were the principal, teachers, and students of MI Muhammadiyah Paseban. The author collected data by (1) the interview methods: the author asked about the forms of implementation of habituation programs in these schools, the impact of the implementation of habituation programs on student discipline, factors affecting the implementation of habituation, and teacher efforts in improving student discipline in the modern era; (2) the observation method is carried out by observing the process of habituation activities in schools to build discipline in students; (3) documentation method was carried out to collect data on school habituation programs.

The data collected in this research were tested using data triangulation. Data triangulation was carried out by comparing the data collected from interviews, observations, and documentation on implementing habituation activities at MI Muhammadiyah Paseban Bayat in building student discipline in the modern era. The triangulation of data sources in this research was carried out by checking the data collected during interviews on forms of habituation activities that could build the character of student discipline with speakers, including principals, class teachers, and students at MI Muhammadiyah Paseban Bayat.

Data analysis was carried out using the *Miles Huberman* model, where several things were carried out, including (1) data reduction, carried out by the author to summarize, select the core components only, and focus on the critical points regarding the analysis of the implementation of habituation programs to build student discipline in the modern era, (2) the presentation of data was carried out by including data on the forms of implementation of the habituation program in the school, the impact of the application of habituation on student discipline, factors affecting the implementation of habituation, and teacher efforts in improving student discipline in the modern era, (3) data verification: the author concluded the analysis results from the data obtained regarding implementing the habituation program to build student discipline at MI Muhammadiyah Paseban in the modern era.

3 Result and Discussion

3.1 Result

The results showed that MI Muhammadiyah Paseban Bayat has implemented a habituation program for a long time and that it has been running well. The habituation program strongly emphasizes developing students' character, particularly in discipline. The Habituation Program is carried out by all students and teachers of MI Muhammadiyah Paseban.

Table 1 describes habituation activities at MI Muhammadiyah Paseban Bayat from when students arrive until they leave school. The data in Table 1 was obtained from interviews with MI Muhammadiyah Paseban teachers and strengthened by observations made by researchers.

The habituation program above is carried out regularly every day. Habituation is carried out to foster the positive character of students, especially the disciplinary character of students. The intended discipline in the implementation of the habituation program is discipline in dressing according to schedule, discipline in school discipline, time discipline, and discipline in everything. Discipline is trained through applying habituation in dressing neatly, leaving on time, following lessons well, performing prayers on time and in an orderly manner, maintaining class cleanliness, participating in extracurriculars, and maintaining order at school.

Based on the results of observations and interviews at school, the habituation program carried out by MI Muhammadiyah Paseban students made a good contribution. Building a disciplinary character is the school's responsibility and the parents' obligation. In this case, the school needs the cooperation of parents to strengthen the disciplinary character of students at home. Table 2 shows the positive impact of the habituation program related

Table 1. Description of Habituation

No	Habituation Program	Program Description
1	Students shake hands with the teacher before entering class	The teacher greets the students in front of the gate and checks the neatness of the students in dressing. Students are accustomed to greetings, smiles to teachers and other friends
2	Class Schedule	Students who are in charge of the class schedule must do the schedule according to their work when they arrive at class
3	Praying before studying	The teacher asks the class leader to lead the prayer before studying
4	<i>Muraja'ah</i>	Students, after praying, perform <i>Murja'ah</i> surah juz 30 and prayer readings together
5	Reciting the precepts of pancasila	Students of grades 1 and 2, after <i>Murja'ah</i> , Reciting the precepts of pancasila together
6	Dhuha Prayer	All students and teachers during break time at 09.15 a.m perform Sunnah prayers together at the mosque
7	Dhuhur Prayer	During Dhuhur prayer time, students and teachers perform prayers in the mosque together, and students are accustomed to ablution in an orderly manner, praying before entering the mosque, performing sunnah prayers and praying after prayers.
8	Extracurricular	On Monday to Thursday, students in grades 3–6 after school conduct BTA (<i>Read the Quran</i>) extracurricular from 01.30 PM to 02:00 PM.
9	When leaving school	At the end of class, students pray together, shake hands with the teacher, and pass school in an orderly manner.

to the character of student discipline and factors that affect the success of the habituation program.

The habituation program carried out at MI Muhammadiyah pasaben can build student discipline in elementary schools. In addition, teachers and principals provide efforts for students who are still undisciplined after the implementation of habituation so that students are more disciplined, especially in the modern era like today. A recap of the interview results related to teachers' efforts to improve student discipline in the modern era is shown in Table 3.

Table 2. Impact and effect factors of the implementation of the habituation program

No	Aspect	Interview Report
1	The impact of habituation on the disciplinary character of students	The habituation program positively impacts student discipline and makes students more orderly about the rules.
2	Factors affecting the implementation of habituation programs in schools	The implementation of the habituation program is affected by several factors, including awareness of students themselves, the role of teachers, family factors, and technological developments.

Table 3. Teacher Efforts in Improving Student Discipline in The Modern Era

Aspects of the interview	Interview results
Teacher efforts in improving student discipline in the modern era	a. Strengthening student discipline b. Providing constructive punishment c. Utilization of Evolving Technology

3.2 Discussion

3.2.1 Implementation of Habituation Activities to Build Student Discipline in Madrasah Ibtidaiyah

This habituation can instill good behavior by instilling self-discipline in students to carry out activities by themselves without any coercion [15]. Habituation carried out in the application of disciplinary character is excellent to be applied to students who are accustomed to discipline not only at school but wherever they are, both at home and in the community. There are many things that students can learn; for instance, students who arrive on time will learn to appreciate the time and school rules. It is significant for students when habituation continues to be carried out by familiarizing students with what is related to discipline. Then, students will get used to doing an action without being given more directions [16].

The implementation of habituation activities at MIM Paseban can foster the character of student discipline. Habituation carried out by students includes shaking hands with the teacher before entering class and checking their skills, student class schedules that are carried out according to schedule, tadarus or memorization (*tahfidz*) in Juz 30, praying before studying, recitation of Pancasila precepts, performing dhuha and dhuhur congregational prayers, and carrying out extracurricular Quranic literacy until students leave school in an orderly manner. Each of these habituation activities can foster the character of student discipline, starting with time discipline, the discipline of enforcing rules, discipline of attitude, and discipline in worship. It is in line with the results of [17] research that shows the application of character education with a habituation model can improve the discipline of elementary school students. In addition, technology is not an

obstacle for children to remain disciplined in the habituation of the Ibtidaiyah Madrasah. Habituation that collaborates with technological developments also positively impacts children, for instance, by applying students to dialysis using absentee finger scans. The fingerprint of absences indicates to students what the school's time is; it makes students disciplined in arriving at school [18].

3.2.2 Impact of Habituation Activities for Student Discipline in Madrasah Ibtidaiyah

The implementation of habituation activities at MI Muhammadiyah Paseban has an impact on students becoming obedient to school rules. It is in line with the opinion of [19] that the application of discipline in schools is useful for preventing negative behavior that is not norms-based in the school environment. The negative behavior, i.e., students are undisciplined, starting with discipline in dressing and discipline on time. Discipline in using technology is also a negative behavior. The main objective of discipline is to train the student in discipline and instill moral discipline in students that will create patterns of behavior; thus, discipline becomes behavioral control to comply with regulations [20].

3.2.3 Factors Affecting the Implementation of the Habituation Program at MI Muhammadiyah Paseban

The smooth implementation of the habituation program at MI Muhammadiyah Paseban does not escape the students' self-awareness because the awareness of discipline grows from within a person. Discipline must be considered and built into a good habit in building students' character as a young generation and building discipline should be started from within full awareness [21]. In addition, there is awareness among the students, which is a factor supporting the implementation of the habituation program and comes from the role of the teacher. The teacher is a role model for his students at school. When at school, the teacher is a parent. The teacher's speech acts and how to educate the teacher becomes a part that is used as a role model for the students. Teachers are required to be good role models for their students [22]. In this case, the role of the teacher is critical in educating and building the character that he must possess and the good or bad behavior or speech acts that should be performed. The teacher is a leader in the classroom whose job is to influence students to be better. Hence, teachers must show a disciplined personality [23]. In addition to teachers, parents play a significant role in the formation of the disciplinary character of students. Parents have an essential role in applying the basics of disciplinary character. The formation of good habits will be ingrained in the child and will be related to his future [24]. The efforts of parents that can improve the disciplinary character of children are by supporting programs held by schools to build disciplined students through habituation programs. Because habituation activities need cooperation between the teacher and the parents of students, it is necessary to foster a good relationship between the parents and the community to build the character of students based on common expectations, namely creating a generation with character, especially the character of discipline [25]. Given the importance of parental engagement in the education of the disciplinary character of students is closely related to the role of the family. The family is the first and foremost environment in student development,

and more time is spent within this environment. Thus, the family plays a large role in improving school disciplinary character education [12].

In addition to supporting factors, some factors hinder the implementation of habituation programs, both from outside and inside the school. In the current era of globalization, students are more familiar with technology, especially smartphones. On the other side, a fair attitude is needed from both educators and society in general, showing educators' identity and character as professionals and educative members of society [10]. This usage time is also an obstacle for students to be able to be disciplined. Time management is one of the fundamental roles in using gadgets to build a disciplined attitude in students. Apart from technological factors, inhibiting factors can also come from families. Minimum monitoring and interaction carried out by parents with their children will cause the good character performed by children when at school to be less applicable in children's lives when at home, and parents are difficult to use as role models for their children. In addition, some families are too resigned to everything they learn at school without wanting to correct or apply it to their children at home. Therefore, parents should immediately correct it. It is due to the failure of parents to monitor their children, especially after school [26]. The failure occurs because parents are busy at work, allowing children to play without monitoring free.

3.2.4 Teachers' Efforts in Improving Student Discipline in the Modern Era

3.2.4.1 Given Reinforcement Related to the Character of the Discipline. Nowadays, strengthening character education is significant, given the many events showing discipline crises for children, adolescents, and parents. Strengthening student character will be more optimal when parents, schools, and communities work together and are integrated into implementing education for students [27]. Strengthening the disciplinary character of students in schools can be implemented by the socialization of student discipline through modernization in schools.

3.2.4.2 Given Constructive Punishment. Positive punishment will be given if students do not carry out habituation activities in an orderly and good manner. Punishment is given as negative reinforcement, but if given appropriately and wisely, it can motivate students not to make mistakes again [28]. It is expected that students will be orderly in carrying out habituation activities for disciplinary students after the punishment is given.

3.2.4.3 Utilization of Evolving Technology. In the modern era, which is marked by technological advances, schools need to increase the use of developing technology to advance schools. One of the benchmarks to improve discipline in schools is the arrival of students with attendance using fingerprints [29]. Increased attendance by utilizing existing technological developments will improve student discipline in leaving for school. A critical function of student attendance is to provide information on student attendance from the school to parents as a form of reporting student learning progress [18].

4 Conclusion

Based on the results of the discussion in the research, it can be concluded that Madrasah Ibtidaiyah Muhammadiyah Paseban has implemented habituation activities for a long time, has been running well as expected by the school, and has had a good impact on student discipline. The forms of implementation of the habituation program at MI Muhammadiyah Paseban include shaking hands with the teacher before entering class, having a class schedule, praying before studying, *muraaja'ah*, reciting Pancasila precepts, dhuha and dhuhur prayers together, following extracurricular Quranic literacy, and students leaving school in an orderly manner. The impact of habituation implemented by Madrasah Ibtidaiyah makes students more orderly in obeying school rules and more disciplined. In its implementation, the habituation program has influenced factors including awareness factors in the students themselves, the role of teachers, family factors, and technological developments. Technology also makes students more disciplined at school departure time, so students become obedient to leave for school on time. Hence, it is expected that the school can improve programs related to habituation activities on the character of student discipline. Besides that, teachers should maintain and increase the example of politeness and cultivate students to instill discipline habits and always apply them with self-awareness in daily life.

Acknowledgments. The authors would like to thank the Muhammadiyah University of Surakarta for providing funds for the publication of articles that the authors have compiled.

Authors' Contributions. The first author is in charge of conducting research and processing research data. Meanwhile, the second author is in charge of reviewing the results of the article and providing input to the first author.

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