

A Study on Students' Character Building Based on Positive Value Habituation in a Senior High School in Serang City, Indonesia

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Siti Gia Syauqiyah Fitri^{1*}, Dian Ayu Cahyani², Haifah Dwi Oktaviani³, Hoirun Anisah⁴, Intan Az Zahra⁵, Lisa Amelia⁶, Mamai Humairoh⁷, Magdalena⁸, Mohammad Faiz Fathurahman⁹, Nurul Khotimah¹⁰, Teti Herawati¹¹, Yusri Septiana¹², Dian Puji Lestari¹³

^{1,2,3,4,5,6,7,8,9,10,11}Department of Biology Education, Faculty of Teacher Training and Education, Universitas Sultan Ageng Tirtayasa, Serang, Indonesia

¹³SMA Negeri 8 Kota Serang, Serang, Indonesia

Corresponding Email: *syauqiyahfitri@untirta.ac.id

Abstract

Character is interpreted as a good individual quality in knowing goodness, wanting to do good, and doing good deeds. Character values are related to moral values, developed by strengthening the power of will. Habituation is an internal intuitive power that Aristotle believes achieves virtues. Learning by doing is an essential mode of habituation. Performing virtuous deeds on a habitual basis means we inculcate virtues. This study aimed to examine the implementation of positive value habituation activities and its impact on students' character in one of the senior high schools in Serang City, Indonesia. A descriptive qualitative method is applied, and a questionnaire is used to collect data in this study. The result showed that from students' perspective, the habituation encourages them to perform good deeds and leads them to become more disciplined. However, better planning, organizing, and supervision of the program are needed to effectively implement these suitable habituation activities to build students' virtuous character.

Keywords: Habituation, Character Building, Virtue, Good Moral

INTRODUCTION

A certain set of good habits must be formed during youth and learned from society. Therefore, a good constitution is necessary to regulate everyday moral activity (Konch and Panda, 2018). The Ministry of Education and Culture of Indonesia designed a national education as a conscious and systematic effort to create a learning environment and learning process so that student can actively develop their potential in order to have religious and spiritual strength, self-control, personality, intelligence, noble characters, and abilities needed by the community, nation, and state. Education should focus on developing the character of students. Character education is changing the student's attitude, psychology, morals, and character to become a virtuous person (Wandira and Muharam, 2022). Character education is a never-ending process of learning (Abidin et al., 2023).

One of the characteristics that needs to be developed is discipline. This character behaves in an orderly manner and complies with existing rules and regulations (Hanik *et al.*, 2021). Discipline is very important because it can form other good character values. Many deviant behaviors that conflict with disciplinary norms result from moral crises among children, teenagers, and parents (Arifin & Pitriyanita, 2022). Therefore, strengthening the value of

disciplinary character is an urge. Disciplinary behavior needs to be applied by anyone and anywhere, including students. There are rules and regulations in every learning activity at school. The existence of these various rules is intended to regulate student behavior. Students' devotion and obedience to the regulations in force at school is an important factor in developing students' disciplined character. By implementing this behavior, students can learn to behave well and be accepted by the school community and society (Wardhani, 2018).

Various forms of undisciplined behavior are often encountered in the school environment, from elementary to senior high school. Examples of this behavior include coming to school late, not wearing a uniform, following school rules, skipping school, throwing rubbish carelessly, not being on time in collecting assignments, speaking impolitely to teachers or fellow students, making noise in class, fighting or brawls and smoking in the school environment (Aprilia et al., 2021). Undisciplined behavior that occurs in school shows that there are problems in implementing character education. The knowledge related to the character that students gain at school has not positively impacted students' daily behavior. In essence, every person realizes that their behavior is not right, but they cannot get used to avoiding this wrong behavior (Dole, 2021). Based on these problems, there needs to be a solution to make disciplined behavior into a habit to become a good character. The concept of character education is that character is the formation of habits (Abidin et al., 2023). Character education is based not only on understanding and knowledge but also through habituation (Lisnawati, 2016).

A school studied in this research applies habituation to all students, including daily socialization of the 5 S school rules (smile, greeting, greeting, politeness, and politeness) in garden-friendly activities, reciting Asmaul Husna, Majlis for female students and Friday prayer in every Friday, and daily Dhuha prayer and GLS (School Literacy Movement) in the morning before teaching and learning activity is started. Literacy material was presented alternately by all subject teachers at the school, providing information related to the material of each subject. The teachers took part in this activity and received a rotating schedule, so the content presented in the literacy activity differs daily. These habituation activities were designed as a facility for building students' character.

The daily habituation activities can provide students with understanding and implementing good actions. Literacy activity requires students to come to school early to foster disciplined behavior by not coming to school late. This habituation method is a learning method that accustoms all students to perform positive activities to create a reference for students in

their daily lives. Good characters are inculcated by performing good deeds on a habitual basis (Konch and Panda, 2018).

METHOD

This study is survey research with the descriptive method to analyze the implementation of habituation activities in one of the senior high schools in Serang City, Indonesia. It took samples from the population of all students in the school, which were determined randomly. The number of samples (respondents) used was 100 students, representatives from each class of level X, XI, and XII (3 students from each class). Data was collected using a questionnaire regarding students' perspectives on habituation activities at school, especially the Dhuha prayer and literacy movement. The collected data was then analyzed using a descriptive qualitative approach.

RESULTS AND DISCUSSION

The result of this study shows that more than 95% of respondents regularly attended the habituation at school. They are interested and have self-awareness so they come to the program on time. They also admit that they were not forced to come and did not consider the habituation a burden (Figure 1).

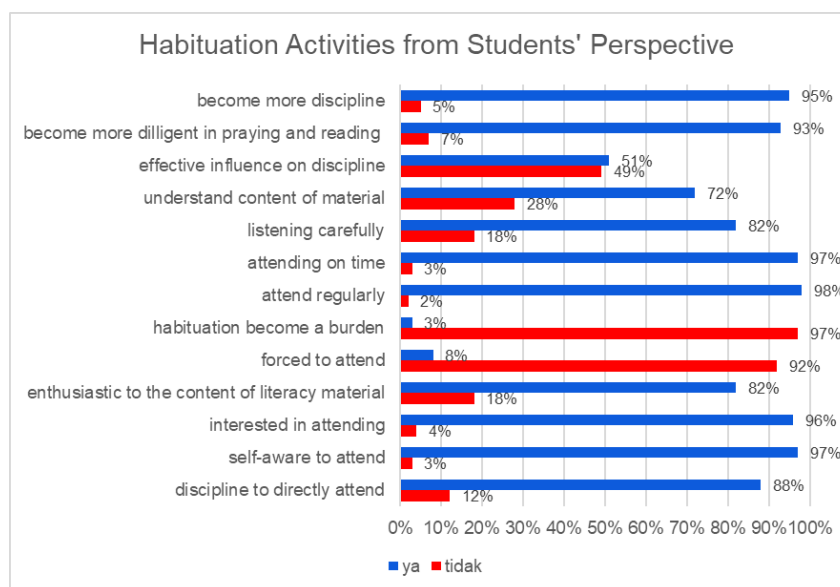


Figure 1. Students' Perspective on The Implementation of Habituation Activities in SMAN 8 Serang City

Relation between habituation and character building

Habituation is a process of forming attitudes through repeated learning. Habituation in education is needed by students psychologically. The habituation carried out at school consistently has a positive impact in permanently shaping students' attitudes and behavior. This

aligns with behavioral psychology, which states that habits are formed due to stimulus or conditioning. The stimulus is given repeatedly to produce a response that appears as expected (Shoimah et al., 2018). Aristotle compares 'habits' and 'acquiring physical skills' (such as piano-playing). The skills are gained and developed through repetition and by comparing the result to external standards in terms of 'practical wisdom' (Konch and Panda, 2018).

According to Dewinta (2023), habituation carried out in schools is a form of implementation in inculcating students' disciplined character. The development of disciplined character in habituation activities is carried out to influence students to have good habits. In this study, more than 90% of respondents confess that the habituation activities held in school stimulate them to become more disciplined and diligent in praying and reading (Figure 1). The habits carried out can instill disciplined behavior in students so that when they do something, they do it based on their awareness without any compulsion. The habit of applying disciplinary character positively influences the school and any environment. Disciplinary habits that are carried out continuously can make students accustomed to carrying out these actions without further guidance (Putra & Fathoni, 2022).

The goal of habituation is the achievement of noble character. Achieving a goal in habituation activities is a good result in education. Apart from the learning process, educational activities need to meet demands to fulfill the quality of graduation results in line with current developments. The school organizes a literacy movement program to support government programs to increase interest in reading and meet the demands of the 21st century, as stated in Minister of Education and Culture regulation number 23 of 2015 concerning character development (Ayni et al., 2022).

Forming disciplined character through the habituation activities in this study shows a positive result as most respondent students stated that they became more disciplined (Figure 1), by actively coming to school earlier to participate in habituation activities. Disciplinary character education is important to support the growth of other good characteristics such as responsibility, cooperation, honesty, and good tolerance for time. There are three dimensions of discipline: first, discipline to prevent problems; second, discipline to solve problems; and third, discipline to deal with students who behave out of control (Nuraeni & Jaelani, 2020). These three dimensions of disciplined character have been inculcated in school, even though half of the respondents considered implementing habituation ineffective (Figure 1). The evaluation of the program needs to be undergone to achieve maximum results.

Nugraha et al. (2023) asserted that implementing positive value habituation activities in school should involve program management, which comprises planning, organizing,

implementing, and monitoring. Program objectives to be implemented are determined by examining social and cultural background in the school environment. Material and a certain budget are required to be prepared to support the program. Supervision is the last function of the management process that superiors or leaders must carry out in carrying out their obligations and commitments. Formulating schedules is needed so that implementation and supervision can be done effectively.

The role of formal, informal, and non-formal education in students' character building

As formal education institutions, schools reinforce behavioral formation in a more structured way because there is a curriculum as a reference. School is expected to contribute more to the formation of behavior or character. Principals play an important role in preparing self-reliant and benevolent students who become lifelong learners, contribute to their nation, and serve society as ethical citizens. Regarding the primary purpose of education, Yasmin et al. (2021) revealed that most of the principals from ten private schools in Lahore, Pakistan, were inclined toward the holistic development of their students to become an integral part of society. The principals considered the central purpose of education to be students' character building, which is grooming students' whole personalities according to Islamic moral values, considering them universally beneficial virtues.

Furthermore, besides the principal, teachers also have an active role in strengthening students' character by providing additional activities. Teachers provide theoretical learning in class and become models that apply positive character to students. By the example of the teacher, students get a real model of what character they should have from an early age, and then it grows awareness to become a better person (Lian et al., 2020). On the other hand. The role of family, society, and neighborhood is undeniable in character formation. They are the beginning foundation and are crucial in behavioral formation (Lisnawati, 2016). Family, as the smallest unit in society, is a pillar supporting the existence of a nation. Various aspects of life activity occur in the family. The family has an important role as the first and foremost school for students. The role of parents primarily determines the success of education in the family.

According to a study by Asbari et al. (2020), parenting practices and genetic personality have a good and significant impact on Indonesian students' development of character. Genetic structure, which is a blueprint of a person's strengths and weaknesses and becomes a "code" for each permanent individual, has an impact on a person's character. Genetic personality, an innate trait linked to the predominance of the brain's work system, is one of the factors that determine genotype. A person's psychological state and his or her brain's structural work system are closely related. Parenting styles also influence students' emotional intelligence. Early parent-

child interaction has a lasting and significant impact on students' educational success and developmental maturity, particularly in the area of character formation.

The five environmental systems—microsystems, mesosystems, ecosystems, macrosystems, and chronosystems—that span from interpersonal interactions to more general cultural influences are said to have an impact on a child's development, according to the Bronfenbrenner Ecological Theory. Early in life, the microsystem—the kids' close relationships to their family, friends, school, and neighbors—is the most important factor. Student development is also influenced by macrosystems, such as community culture, ecosystems, which are stakeholder policies pertaining to child development, and mesosystems, which are inter-microsystem links like experiences in homes and schools. Generation Z, which is inextricably linked to the influence of development media and technology, is the 21st-century student body, and the socio-historic (chronosystem) condition is unquestionably influential (Asbari et al., 2020).

Hermino and Arifin (2020) studied contextual character education for students in senior high schools in communities in Buli Village, East Halmahera Regency. The study discovered that good habituation could arise if the school's commitment to implementing positive discipline and character education is in accordance with local wisdom and culture. The community leader has a role in raising awareness of children's education. People in East Halmahera maintain customary values and local cultural norms. This is important so that the young generation knows well the noble values that exist in society and can be good human beings in behavior and thought in daily life.

One of the reasons behind ineffective character education is that formal, informal, and non-formal education often do not go hand in hand to form students' personalities. Each educational institution runs individually, so what is happening now is that the personal formation of students is partial (Wandira and Muharam, 2022).

The implementation of the School Literacy Movement (GLS)

Regarding the habituation of literacy movement in school, around 80% of respondents admit that they are enthusiastic and listen carefully to the content of literacy material when their teacher presents it. However, only 72% of respondents understand the content of literacy material (Figure 1). The school Literacy Movement (GLS) program instills in students an interest in reading and discipline. The inculcation of the character in this literacy program can be observed from the students' attitude of being punctual in carrying out and completing assignments, dressing neatly and politely, obeying the specified rules, and being aware of calling for order with each other (Purnama et al., 2022).

The government launched the School Literacy Movement (GLS) program through the Ministry of Education and Culture. This program is a comprehensive and sustainable effort to create schools whose citizens are literate throughout their lives through public involvement. School literacy was developed based on Minister of Education and Culture Regulation Number 21 of 2015 concerning the Development of Character. Through cultivating the school literacy ecosystem, which is realized in the school literacy movement, it is hoped that students can develop their character and character to become lifelong learners. Character means being aware of one's attitudes and actions.

Literacy is very important in life. High literacy mastery will make a nation more advanced than nations with low literacy mastery. Indonesian people's mastery of literacy is still relatively low. Therefore, it is necessary to increase literacy in education, one of which is in the school environment. The schools must hold literacy activities. Through literacy activities, students are expected to have information to face current challenges and challenges that will come in the future. Literacy activities will influence a person's mindset. According to the Ministry of Education and Culture (2017), literacy is the ability to access, understand, and use things intelligently through various activities, including reading, viewing, listening, writing and speaking.

CONCLUSION

A certain set of good habits must be formed during youth and learned from society. As formal education institutions, schools are expected to contribute to the formation of behavior or character in a more structured way. In this study, the daily habituation activities, including Dhuha prayer and GLS (School Literacy Movement) at school, can provide students with understanding and implementation of good actions. These activities require students to come to school early so they can foster disciplined behavior by not coming to school late. In this study, more than 90% of respondents confess that the habituation activities held in school stimulate them to become more disciplined and diligent in praying and reading. However, the implementation of the program is considered ineffective. Thus, the improvement of program management, which comprises planning, organizing, implementing, and monitoring, is needed to achieve a better result. On the other hand, the role of family (primarily parents), neighbors, and society cannot be separated from character education. Good characters should be formed from youth in the family. Parenting style has a positive and significant influence on the building of students. Thus, formal and non-formal educational institutions must go hand in hand to succeed in character education.

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