

## GOOD HABITUATION METHODS TO BUILD STUDENTS DISCIPLINE CHARACTER AT MAN SORONG

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**Abstract:** *Good habituation in school activities refers to activities that are carried out consistently and purposefully to form a good and positive character of students. Good habituation activities can be carried out in the form of school programs, school rules, and daily activities in the classroom. The goal is to form positive patterns of behavior and help learners to develop good and quality character. This study discusses the impact of good habituation on the character of students of MAN Sorong SP 4. Good habituation that is carried out consistently and purposefully can shape the character of students, such as a sense of discipline, responsibility, honesty, hard work, and an unyielding spirit. This research is qualitative research using descriptive research methods. The results showed that good habituation applied in schools had a positive impact on the character of students, on the time discipline indicators obtained 86% with excellent qualifications, then the discipline indicators of enforcing the rules obtained 74.3% with good qualifications, then on the attitude discipline indicators obtained 83% with excellent qualifications, and on the indicators of discipline in worship obtained 87.5% with excellent qualifications. Thus, good habituation needs to be applied consistently and purposefully in schools to form a better character of students so that students become more disciplined, responsible, honest, diligent, and have an unyielding spirit.*

**Keywords:** *Good Habits, Character Education, Senior High School*

## INTRODUCTION

Character education has an important role in shaping a person's personality and helps prepare individuals to face life's challenges. In Indonesia itself, it is still far behind the category of nations with strong characters (Azizah & Wahyuningsih, 2020; Ibda, 2017). Efforts are needed to build the character of students starting from an early age, where school is the right environment to shape the character of students. Schools as educational institutions have an important role in shaping the character of students. The right policies and programs can help students to develop positive character values.

Character education does not just have a role in good or bad behavior. Character education itself instills good values for all students with good strategies and techniques (Yanti et al, 2016). Character education has the goal of fostering quality, processes and results centered on the noble *ahklaq* as a whole and being able to develop his abilities (Mulyasa, 2011). Character education helps individuals to develop mental toughness and strengthen their confidence in facing life's challenges, such as failure, uncertainty, and stress. With the implementation of character education, in order to be better, it is necessary to hold good habits that can support students to have a noble character.

A good habit or habit is an action or behavior that is repeated in daily life and is considered good to form an individual's character. In character education, good habits are very important in shaping the character of good and quality students. In character education, this good habit needs to be instilled from an early age through learning in the family and school environment. Learning that is carried out consistently and continuously will help students to internalize good habits as part of their character. Good habits have a positive impact on the character of students. Students who are used to doing good things such as honesty, discipline, diligence, and responsibility, with that students have a better character. In addition, good habits can also help students in facing various life challenges in the future. The implementation and application of good habits that are carried out every day on a regular basis can shape the character of students.

Character education carried out through good habituation is very important in shaping the character of quality students. Students who are used to doing good things such as honesty, discipline, diligence, and responsibility, have a better

character. In addition, habituation can also help students in facing various life challenges in the future. Therefore, the role of parents and teachers in forming good habits is very important in helping students achieve good and quality character. The importance of character education as a behavior from the environment, for that character education can be learned and applied in a lot of time (Agung, 2017).

The role of teachers, principals and the school community greatly affects the educational process both in the lives of individual students and the surrounding environment. Creating and enforcing regulations is a process in defining clearly and in detail the wishes of teachers related to students in school. Running and knowing what are the rules at school is very important for students to know about the benefits they work. Students' obedience and obedience in a habit or rule is called discipline.

Discipline is a self-control or implementing rules and habits in a regulation. Discipline can be shown by carrying out tasks according to the specified time, behaving in accordance with applicable norms. Lack of discipline can be shown by not obeying or implementing applicable habits. Student compliance and obedience in various rules and regulations in schools are called student discipline. Meanwhile, rules, rules and other regulations that regulate student behavior are called school discipline. The maintenance of discipline cannot be separated from the role of the school. Good disciplinary behavior with the occurrence of activities that can regulate themselves to create a person and potential based on their own experience. Patmawati (2018) stated that there are four character indicators, including arriving on time, obeying the rules, completing duties on time, and being disciplined in worship.

Getting used to and instilling a good attitude of discipline will result in good student behavior. By getting used to a disciplined attitude, students can behave in accordance with the norms that are currently in force in their environment. A disciplined attitude is very important in the development of students for the future. In order to achieve this state, the habit of discipline needs to be habituated from adolescence. The application of a disciplined attitude can play an important role in the success of students' learning (Mulyawati, 2019). The influence of discipline character education through good habits can help students develop their potential, acquire good and positive habits in daily life. Good habits such as honesty, discipline, responsibility, and good manners can form a good and quality character of students. Putri (2018) stated that character

education has the goal of students becoming successors who have noble morals and have good morals to provide a more decent life. By having a good attitude of discipline, a person can learn to be independent in managing time and fulfilling his responsibilities. This will help increase a person's confidence and ability to face life's challenges.

One of the high schools that aggressively applies character education to its students through good habits is MAN Sorong SP 4. Based on observations made at MAN Sorong SP 4, information was obtained that the school had carried out good habits on a regular basis. This good habit is carried out through the implementation of education with a disciplined character in the world of education. The habituation carried out at school is carried out consistently and directed to make students can form a good and positive disciplinary character. This study seeks to reveal the impact of good habituation on the discipline character of students in MAN Sorong SP 4. By knowing the positive impact of good habits on the character of students, it is hoped that schools can implement the right policies and programs to form the character of students who are qualified and beneficial to the surrounding environment. Thus, this study aims to find out what impacts are resulting from good habituation on the discipline character of students. Character education can be applied in the habits of these students both in behavior, social and religious.

## **RESEARCH METHODS**

This study uses a descriptive qualitative research method. Sugiono (2015) said that the reason for using qualitative descriptive methods is due to problems that are still unclear, dynamic and full of meaning so that it is not possible to use quantitative research.

In qualitative research, it is not in the form of numbers but in the form of sentences and or statements and qualitative research is in the form of descriptive. The data obtained came from observations, interviews, questionnaires and documentation. The researcher uses interviews in the implementation of the researcher, asks several questions that have been prepared beforehand, then one by one the questions are reviewed in more depth (Arikunto, 2010), the data that has been obtained will be analyzed in the form of words or sentences and data analysis in the form of presentations about the situation that has been researched and presented in the form of descriptions. In

this research data, it is about good habits in character education of MAN Sorong SP 4 students.

In this study, the researcher used sources used to test the validity of data from different sources, so the researcher used interviews to test the validity of the data. This research was carried out at MAN Sorong SP 4. The reason the researcher conducted research at the school was because of the observations made by the previous author. MAN Sorong SP 4 is the core MAN in getting used to the good character of students. The data collection techniques used in this study are observation, interviews and questionnaires. Interviews were conducted to obtain information related to refraction in schools. Observation was carried out to obtain data on the implementation of refraction. The questionnaire was conducted to obtain data on the impact of habituation for discipline character.

## **RESULTS AND DISCUSSION**

Based on the results of interviews with English teachers as the person in charge of Student Affairs, the researcher obtained data that based on the teacher's information, habits in character education are about behavior such as discipline, responsibility, and behavior that has a purpose, has a skilled attitude and is good at socializing so as to help the learning process well. This is in line with the opinion (Hamid et al, 2018) stating that character education has a definition that character education is like character, Ahlaq or personality, and mindset, a person who is formed based on the results of good internalization can be used to identify ways of viewing, thinking, behaving and acting. The discipline of students will be shown with obedience and respect for the arrangements and norms in the school. Schools that implement discipline will produce students who are noble and can excel because students are given the habit of implementing rules and habits in school (Stop and Rohana, 2022).

The results of the interview regarding the value in character education are eighteen characters, but in this study only emphasizes one character, namely discipline. The reason for emphasizing discipline character education is to build independence and success of students in the learning process and their lives, discipline character education is also very important to help students to be more productive, independent, and responsible.

Based on the results of this study, the focus is on character education, the value of discipline of students in good habits that have been carried out at MAN

Sorong SP 4. There are several good habituation activities at school that can reflect discipline indicators such as getting used to being present on time, getting used to participating in good activities in the morning, for example the recitation of Asma'ul Husna and other good habituation habits held at school, obedience to the completion of tasks and obedience in learning time. Time discipline and obedience in habituation, based on the results of observations, interviews and questionnaires, it can be known that students as a whole have been disciplined in following habituation habits, both starting from the ceremony every Monday, the morning apple which is held every Wednesday, the reading of asmaul husna which is colored by the habit of memorizing short letters which is carried out every day in the morning and the implementation of healthy gymnastics which is carried out on Friday. Students always follow the habituation that has become a school program.

The teacher's habituation before entering the classroom has rules that are designed through agreement in class, including orderly entering the classroom, filling the attendance zone, and filling the emotional zone in front of the class and getting used to greeting friends who are already present. Furthermore, for obedience regarding the tasks given in the classroom based on the results of observations, interviews and questionnaires of participants. It can be said that it is quite good even though there are still students who go in and out of the bathroom, even playing outside. This is in line with the opinion of Simbolon (2020) who states that the discipline dimension is the habit of being present on time and obeying the lesson assignments given by the teacher.

Obeying the rules in school is one of the cultivation of discipline character. Permatasari et al (2021) argue that a discipline character cultivation is carried out by educational units or teachers by familiarizing students with discipline when participating in learning and collecting assignments, setting an example and directing students to always have positive behaviors such as wearing neat and polite clothes and being able to communicate using polite and polite hahasa and good manners to friends. teachers and parents. Habituation is a key in instilling the values of discipline and responsibility. In the school environment and in the process of learning activities, an agreement can be made between students and teachers regarding the rules and habituation that will be carried out. Pertiwi (2021) argues that habituation, which has become a school program, has the goal of increasing students' responsibilities both in spiritual attitudes, responsibilities, and discipline.

Habituation of program habituation and rules in schools must be carried out continuously to be able to realize the goals of the program. The main value in character education is to introduce, understand, internalize, and strive to realize a good life in the environment in daily life (Ansori, 2021). Thus, good habits that are carried out continuously can shape the character of students in the value of discipline to help students be more productive, independent, and responsible.

The implementation of good habituation to the discipline character of MAN Sorong SP 4 students using four indicators of time discipline, discipline in enforcing rules, attitude discipline and worship discipline shows that the habits in school have a good impact on the character of discipline for students. This study uses a questionnaire to determine the impact of habituation on students' discipline attitudes. In the time discipline indicator, 86% was obtained with very good qualifications, then the discipline indicator for enforcing the rules obtained 74.3% with good qualifications, then on the attitude discipline indicator obtained 83% with very good qualifications, and on the discipline indicator in worship obtained 87.5% with very good qualifications. In the implementation of this habituation, it has had a very good influence. The results of the habituation observation of discipline characters can be seen in table 1.

Table 1. Results of Habituation to Discipline Character

Aspects	Number	Categories
Time Discipline	80%	Excellent
Discipline Enforces Rules	73.3%	Good
Attitude discipline	83,5%	Excellent
Discipline of worship	87,5%	Excellent

Table 1 shows the results of good habituation in the formation of students' character in the discipline. Discipline can be formed through good habits that are carried out regularly. Here are some habits that can reflect the student's disciplined attitude.

The reading of Asmaul Husna together is an activity that has become a habit at MAN Sorong SP 4 every day in the morning is the reading of Asmaul Husna together with one school which is carried out in the field. Through the excitement of the habit of asmaul husna, it trains to be disciplined and orderly in carrying it out, starting from the predetermined time, preparation, to implementation. The recitation of asmaul husna is colored by habits related to

adding good provisions for the individual, such as the recitation of short letters, prayers and also prayers that are carried out in daily life. The implementation of the habit of *asmaul husna* is led by religious teachers and high-class students. With this good habit, it can help shape the character of students to be disciplined in strengthening their religious spirit.

**Healthy Gymnastics** One of the activities that can enforce discipline is the habit of healthy gymnastics which is carried out on Friday. Through the habit of healthy gymnastics, students are trained to be disciplined in maintaining physical fitness by implementing healthy gymnastics that has many benefits for them and can instill character education.

**Creating an Affective Zone in the Classroom** is a policy realized by the classroom teacher to apply character values to students, one of which is with a disciplinary character. The affective zone is intended for students to behave in a disciplined manner such as orderly when entering the classroom, saying greetings, filling in attendance, filling in the feeling zone, greeting their friends, and putting down bags. This habit is carried out every day either accompanied by the classroom teacher or not, the habit goes well, with the habituation of the affective zone students can be disciplined in carrying out policies so that students can instill discipline character education.

**Performing Dhuhur Prayer in Congregation Habituation** that can make character education disciplined is one of them by praying in congregation, with the habit of congregational prayer which is used as a good practice at MAN Sorong SP 4 can train discipline both from preparation, to the implementation of character education. The good implementation of this *zuhur* prayer is carried out every day in *Imami* by students on a scheduled basis. After the implementation of the high prayer, students are invited to pray together, this will make the character of students better.

Based on the discussion above, this study shows that with habituation that is carried out regularly, students can instill discipline character education in themselves. This can be seen in several habits and rules that have been set by the school. Through the habituation method, students are empowered to behave optimally in their daily lives, especially in the school environment (Anggraeni et al, 2021; Husna, 2022). This habituation method has the advantage of being able to save time and energy well, habituation is not only related to the external aspect but also related to the inner aspect (Surifah, 2018; Trianis, 2019). With this good habit, students acquire new attitudes and habits that are more

appropriate and positive in the sense of being in harmony with the needs of space and more appropriate and positive in the sense of being in harmony with the needs of space and time (Ihsani et al, 2018; Sugiharto, 2017; Shah, 2019). Children will experience good development if the habituation method applied is in accordance with the psychological development of students related to the soul of adolescents who cannot be separated from learning.

## **CONCLUSION**

Based on the results and discussion of research on the impact of good habituation on discipline character education, it can be concluded that habituation activities can instill the value of discipline character in students. This can be seen in the time discipline indicator obtained 86% with very good qualifications, then the discipline indicator enforcing the rules obtained 74.3% with good qualifications, then in the attitude discipline indicator obtained 83% with very good qualifications, and in the discipline indicator in worship obtained 87.5% with very good qualifications. As for good habituation activities at school, it is quite good and maximum in strengthening the character of discipline towards students.

This is evidenced by the researcher observing that students are doing good habits such as ceremonies, morning apples, asmaul husna reading, healthy gymnastics, and congregational Dhuhur prayers. As an educator, it is expected to be able to maximize his nutmeg in the implementation of the habituation program that has been planned by the school. With the habituation program held by the school, teachers can be used to support strengthening the character of students for discipline and responsibility. It can be seen from the process activities carried out to strengthen the character of discipline with existing habits so that there is an increase in the character of discipline in students. The improvement that occurred in students in habituation activities can be said to be a program that runs well in strengthening the character of discipline. This is proven by activities that can make students become disciplined individuals, such as students can come to school on time and follow habituation in an orderly manner and are able to follow the learning process very well.

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