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Improving The Discipline Character of Group B Children Through Routine Habituation Activities at Uptd Kindergarten Negeri Idhata

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Abstract

Early Childhood Education (PAUD) has a strategic role in shaping the basis for the development of children's attitudes and character, especially at the age of 5-6 years known as the golden age. One of the important characters that needs to be developed from an early age is the character of discipline, because it is the foundation for the growth of responsibility, self-control, and readiness to follow the learning process. The results of initial observations in group B of UPTD Kindergarten Negeri Idhata show that the character of children's discipline has not developed optimally. Some children are still not consistent in obeying class rules, lack order when marching, and are not used to tidying up the playground equipment without being reminded. This research aims to improve the character of children's discipline through the application of daily routine habits and describe the activities of teachers and children during the implementation of actions. This research uses the Classroom Action Research (PTK) method which is carried out in two cycles, each consisting of the stages of planning, implementation of actions, observation, and reflection. The study subjects amounted to 20 children aged 5–6 years. Data collection techniques are carried out through observation and documentation using indicators of discipline character. The data was analyzed descriptively, quantitatively, and qualitatively by calculating the percentage of completeness in each cycle. Success indicators are set if at least 80% of children reach the Developing According to Expectations (BSH) category. The results showed a significant increase in each cycle. The percentage of completeness increased from 35% in Cycle I Meeting I to 50%, then 75% in Cycle II Meeting I, and reached 85% in Cycle II Meeting II. Teacher and child activities also showed consistent improvement. Thus, daily routine habituation that is carried out in a structured and sustainable manner is effective in improving the character of early childhood discipline.

Keywords: early childhood education, discipline character, routine habituation, classroom action research

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INTRODUCTION

Early Childhood Education (PAUD) is a level of education that plays a strategic role in laying the foundation for the development of children's attitudes, knowledge, and skills. In early childhood, especially at the age of 5-6 years, children are in a golden age which is characterized by rapid development in various aspects of development, such as cognitive, social-emotional, language, and moral. In this phase, children are very sensitive to various stimuli from the environment so that they need appropriate and continuous stimulation so that all their potentials can develop optimally (Utami, 2021; Oktaviani & April, 2023). In addition, the values instilled during this period will be easier to absorb and have an effect in shaping children's behavior patterns in the long term. Therefore, education at this stage is not only oriented to the academic aspect, but also to character building.

Early childhood education not only aims to develop academic abilities, but also develops all aspects of child development which include religious and moral values, social-emotional, language, cognitive, physical, motor, and art. Every child has potential that needs to be stimulated on an ongoing basis in order to develop optimally. Therefore, the educational environment needs to provide a learning experience that is able to support the development of all these aspects, including the formation of discipline character from an early age (Salpina & Putri, 2022; Rahma et al., 2023).

Early childhood has unique characteristics, is active, has a high level of curiosity, enjoys exploration, easily imitates the behavior they see, and learn through direct experience. These characteristics show that the process of forming disciplined character cannot be done through giving advice alone, but needs to be realized through real experiences that are carried out repeatedly and consistently in children's daily lives. Thus, habituation

activities are one of the relevant strategies to help children understand and implement disciplined behavior gradually (Yundri, 2021; Ihsani et al., 2018).

One of the important characters to develop in early childhood is the character of discipline. Discipline is an attitude of obedience and obedience to the applicable rules and being able to control oneself in action. Disciplined character is the foundation for the development of responsible attitudes, independence, and adaptability in the social environment (Tabi'in, 2017; Kurniawan, 2018). Children who have good discipline will be better prepared to follow the learning process, be able to appreciate time, and show orderly behavior in various situations.

However, the formation of disciplined character in early childhood is not an instant process. Children at this age are still at the stage of learning to understand the rules and control behavior.

Daily routine habituation activities in kindergarten can be realized through simple but meaningful activities, such as lining up before entering class, giving greetings, praying before and after activities, arriving on time, tidying up the playground equipment after use, and being orderly when waiting for their turn. If done consistently and accompanied by the example of the teacher, this habituation will help children internalize the value of discipline as part of their character (Magfiroh et al., 2019; Zahra et al., 2024).

Therefore, an appropriate and sustainable strategy is needed so that the value of discipline can be embedded naturally. One of the strategies that is considered effective in the context of early childhood education is daily routine habituation activities. Habituation is the process of instilling value through activities that are carried out repeatedly and consistently so that it becomes an inherent habit in children.

Daily routine habituation activities in kindergarten can be realized through simple but meaningful activities, such as lining up before entering class, giving greetings, praying before and after activities, arriving on time, tidying up the playground equipment after use, and being orderly when waiting for their turn. Through these activities, children are not only given an understanding of the rules, but also trained to implement them directly in daily life at school. If done consistently and accompanied by the example of the teacher, this habituation will help children internalize the value of discipline as part of their character.

Based on the results of initial observations carried out at UPTD Kindergarten Negeri Idhata in group B children, it was found that the development of children's disciplined character had not developed optimally. Some children are still not orderly when marching, are not able to follow class rules consistently, still often leave seats without permission, and are not used to tidying up the playground equipment after use. In addition, some children still need repeated directions and reminders from teachers to carry out routine activities. This condition shows that the habituation that has been carried out before has not run optimally and consistently.

These problems need to be addressed immediately because the character of discipline that is not formed early can have an impact on children's learning readiness at the next level. Teachers as educators have an important role in designing learning strategies that are able to instill discipline values effectively. Therefore, improvement efforts are needed through the implementation of a more structured, consistent, and planned daily routine habituation (Purnama et al., 2017; La Jaga et al., 2019).

Based on this background, this study was conducted to find out how to increase daily routine habituation for the development of the discipline character of group B children in UPTD Kindergarten Negeri Idhata and how the activities of teachers and children's activities in the implementation of these habituation.

This research is expected to make a theoretical contribution to the development of character education strategies in early childhood as well as a practical contribution for teachers in improving the quality of character-based learning.

METHODS

This study uses the Classroom Action Research (PTK) method which aims to improve the character of children's discipline through routine habituation activities. PTK was chosen because this research focuses on improving the learning process carried out directly in the classroom through planned and sustainable actions (Utomo et al., 2024).

The research was carried out at the UPTD Negeri Idhata Kindergarten in the even semester of the 2025/2026 school year. The subjects of the study were group B children totaling 20 people with an age range of 5–6 years.

This research was carried out in two cycles. Each cycle consists of four stages, namely: (1) planning, including the preparation of teaching modules and observation instruments; (2) the implementation of actions, in the form of the application of routine habituation activities in the learning process; (3) observation, carried out to observe the development of children's discipline character during the activity; and (4) reflection, which is the activity of evaluating the results of actions to determine improvements in the next cycle.

The data collection techniques used are observation and documentation. The research instrument is in the form of an observation sheet that contains indicators of discipline character, such as obeying class rules, waiting for turns, marching in an orderly manner, and tidying up the playground equipment after use.

The data was analyzed descriptively, quantitatively, and qualitatively (Nurrisa & Hermina, 2025). Quantitative data was obtained from the calculation of the percentage of achievement of the development of children's discipline characteristics in each cycle, while

qualitative data was obtained from the results of observation and reflection during the implementation of the action.

The criteria for research success are determined if at least 80% of children reach the Very Good Development (BSB) category in disciplinary character. If these criteria have not been achieved in Cycle I, then the action will be continued in Cycle II by making improvements based on the results of reflection.

RESULTS AND DISCUSSION

SECTION/SUBSECTION

This study uses the type of Classroom Action Research (PTK) carried out at UPTD Kindergarten Negeri Idhata in Group B children for the 2025–2026 school year. The implementation of the research was carried out in two cycles, where each cycle included the stages of planning, implementation of actions, observation, and reflection. This research aims to improve the character of children's discipline through the application of daily routine habituation activities.

Cycle 1 meeting I

Based on the results of the assessment of children's performance in Cycle I of Meeting I, it can be seen that the development of children's discipline character is still in the early stages. Of the total 20 children, as many as 7 children have reached the Very Good Development (BSB) category, 4 children are in the Developing As Expected (BSH) category, while 9 children are still included in the Starting Development (MB) category.

So the percentage of the final results of the first cycle of the first meeting are:

$$= \frac{\text{skor presentase (SP)}}{\text{Jumlah Anak}} \times 100$$

$$= \frac{7}{20} \times 100\% = 85\%$$

This percentage shows that the level of completeness has only reached 35%. Meanwhile, the indicator of research success is determined if at least 80% of children reach the Very Good Development (BSB) category. Thus, the results in Cycle I Meeting I have not met the success criteria, so it is necessary to make improvements and increase actions at the next stage.

To assess the implementation of actions in Cycle I of Meeting I, observations were made of the activities of teachers and children during routine habituation activities. Observations were made by two observers so that the data obtained was more accurate. A summary of the results of these observations is presented in the following table.

Table 1. Results teacher and child activity score cycle I meeting I

Yes	Aspects observed	Assessment score	
		Observer II	Observer I
1.	Teacher	68	68
2.	activities Children's activities	56	56

The results of observations made by two observers on the activities of teachers and children in Cycle I of Meeting I showed that the difference in scores between the two was not too far, but the results still needed to be improved.

In Table 1, it can be seen that teachers' activities obtained a score of 68 from Observer I and Observer II. This shows that routine habituation activities have been carried out quite well. However, there are still some things that need to be improved, especially in maintaining the consistency of providing reinforcement and classroom management.

Meanwhile, children's activities obtained a score of 56 from Observer I and Observer II.

This value shows that children's involvement in habituation activities is still at a sufficient level. Some children are still not focused, have not followed the rules in an orderly manner, and still need repeated directions from the teacher.

In general, routine habituation activities in Cycle I of Meeting I have been carried out, but the results have not been maximized. Therefore, it is necessary to make improvements at the next meeting so that teachers' activities are more effective and children's participation in shaping discipline character can increase better.

Cycle I meeting II

Based on the results of the assessment of children's performance in Cycle I of Meeting II, there was an increase compared to the previous meeting, although the development of children's discipline character still did not reach the set target. Of the 20 children who were the subjects of the study, as many as 10 children had reached the Very Good Development (BSB) category, 4 children were in the Developing According to Expectations (BSH) category, while 6 children were still included in the Starting Development (MB) category.

The data shows that the number of children who meet the criteria of developing as expected is increasing, which indicates a positive response to the implementation of routine habituation activities. However, there are still half of the number of children who have not reached the BSB category, so efforts to improve and strengthen actions are still needed.

Based on these results, the percentage of completeness in Cycle I Meeting II is calculated as follows.

$$\begin{aligned} & \text{skor presentase (SP)} \\ &= \frac{\text{Jumlah Anak yang tuntas}}{\text{Jumlah Anak}} \times 100 \\ &= \frac{10}{20} \times 100\% = 50\% \end{aligned}$$

The results show that the level of completeness in Cycle I of Meeting II reached

50%. This figure has increased compared to the previous meeting which only reached 35%. This increase shows that the implementation of routine habituation activities has begun to have a positive impact on the development of children's discipline character.

However, this percentage still does not reach the success indicator that has been set, which is that at least 80% of children are in the Very Good Development (BSB) category. Therefore, it is necessary to improve and strengthen habituation strategies in the next cycle so that the improvement of children's discipline character can develop more optimally and evenly.

To assess the implementation of actions in Cycle I of Meeting II, observations were made of the activities of teachers and children during routine habituation activities. Observations were made by two observers so that the results obtained were more convincing. A summary of the results of these observations is presented in the following table.

Table 1. Results teacher and child activity score in the first cycle of meeting II

Yes	Aspects observed	Assessment score	
		Observer II	Observer I
1.	Teacher	71	71
2.	activities Children's activities	64	64

Based on the results of observations in Cycle I of Meeting II, there was an increase in scores in both teacher and children's activities compared to the previous meeting.

Teachers' activities received a score of 71 from Observer I and Observer II. These results show that the implementation of routine habituation activities by teachers has gone well. Teachers are seen to be more consistent in providing direction, reinforcement, and in managing the class during the activity.

Meanwhile, children's activities received a score of 64 from Observer I and Observer II.

This score shows that children's involvement in participating in habituation activities is starting to increase. Children look more orderly, begin to understand the rules, and show better responses to the teacher's directions, although there are still some children who need further guidance.

Overall, the results of the observations at this meeting show positive developments, although these improvements still need to be optimized in the next cycle in order to achieve the success indicators that have been set.

Cycle II meeting I

Entering Cycle II Meeting I, routine habituation activities are carried out with improvements based on the results of reflection in the previous cycle. Teachers reaffirm classroom rules more consistently, provide clear examples of discipline behavior, and provide motivation and appreciation to children who have shown discipline. In addition, teachers provide more intensive guidance to children who are still in the Starting Development (MB) and Not Developing (BB) categories so that they better understand and get used to following the rules.

The results of the assessment show a fairly clear increase. Of the 20 children, 14 children have reached the Very Good Development (BSB) category, 3 children are in the Developing According to Expectations (BSH) category, while 3 children are still included in the Starting Development (MB) category. This data shows that most children are able to follow class rules, march in an orderly manner, and carry out routine activities independently without having to be constantly reminded. This shows that the improvement of actions in this cycle has a positive impact on the development of children's discipline character.

The increase in the number of children in the BSH category indicates that the implementation of routine habituation in Cycle II of Meeting I is more effective, although assistance is still needed for some children so that completeness can be achieved optimally.

Based on these results, the percentage of completeness in Cycle II of Meeting I is calculated as follows.

$$\begin{aligned} & \text{skor presentase (SP)} \\ &= \frac{\text{Jumlah Anak yang tuntas}}{\text{Jumlah Anak}} \times 100 \\ &= \frac{10}{20} \times 100\% = 50\% \end{aligned}$$

The results in Cycle II of Meeting I showed that the level of learning completeness has increased significantly. The percentage of completeness reached 75%, an increase from the first cycle of the Second Meeting which was previously at 40%. This improvement shows that the improvement of routine habituation strategies applied in cycle II began to have a more real impact on the development of children's discipline character.

However, this percentage still does not fully reach the success indicators that have been set, which is that at least 80% of children are in the Very Good Development (BSB) category. Therefore, further strengthening and mentoring are needed so that all children can achieve optimal and equitable development.

To assess the implementation of actions in Cycle II of Meeting I, observations were made of the activities of teachers and children during routine habituation activities. Observations were carried out by two observers to obtain more objective and accurate data. A summary of the results of these observations is presented in the following table.

Table 1. Results teacher and child activity score cycle II meeting I

	Yes Aspects observed	Assessment score	
		Observer II	Observer I
1.	Teacher	86	86
2.	activities Children's activities	78	78

Based on the results of observations in Cycle I of Meeting II, the activity scores of teachers and children showed a fairly good increase. Teachers' activities received a score of 86 from Observer I and Observer II. These results show that teachers have carried out routine habituation activities very well, as can be seen from the consistency in providing direction, reinforcement, and more effective classroom management.

Meanwhile, children's activities received a score of 78 from Observer I and Observer II. This score shows that children's involvement in habituation activities is increasing. Children appear more orderly, more responsive to the teacher's directions, and begin to be able to follow the rules of the classroom more independently.

Overall, the results of the observations at this meeting showed positive and more optimal development than before, although further efforts are still needed to achieve the success indicators that have been set.

Cycle II meeting II

Entering Cycle II of Meeting II, routine habituation activities are carried out more consistently and in a more directed manner. Teachers affirm class rules, provide examples of disciplinary behavior, and continue to provide motivation and guidance to children who still need assistance.

The results of the assessment showed a significant improvement. Of the 20 children, as many as 17 children reached the Very Good Development (BSB) category, 2 children were in the Developing According to Expectations (BSH) category, while 1 child was still included in the Starting Developing (MB) category. This shows that most children are able to follow the rules and carry out routine activities independently.

Based on these results, the percentage of completeness in Cycle II of Meeting I is calculated as follows.

$$= \frac{\text{skor presentase (SP)}}{\text{Jumlah Anak yang tuntas}} \times 100$$

$$= \frac{17}{20} \times 100\% = 85\%$$

The results in Cycle II Meeting II showed a very significant increase in the development of children's discipline character. The percentage of completeness reached 85%, an increase from the previous Cycle II of the First Meeting of 75%. This increase indicates that strengthening the routine habituation strategy that is carried out consistently is able to have a more optimal impact and almost completely achieves the set success indicators, namely at least 80% of children are in the Developing According to Expectations (BSH) category.

This achievement shows that most children have been able to show disciplined behavior independently and consistently in daily activities in the classroom.

To ensure the effectiveness of the implementation of actions, observations of the activities of teachers and children are still carried out by two observers so that the data obtained is more objective and accurate. A summary of the results of observations in Cycle II of Meeting II is presented in the following table.

Table 1. Results Teacher and Child Activity Score Cycle II Meeting II

	Yes Aspects observed	Assessment score	
		Observer II	Observer I
1.	Teacher	99	99
2.	activities Children's activities	98	98

Based on the results of observations in Cycle II of Meeting II, the activity scores of teachers and children showed very high results. Teachers' activities obtained a score of 99 from Observer I and Observer II. This shows that teachers have carried out routine habituation activities very optimally, consistently, and in instilling discipline character.

Meanwhile, children's activities received a score of 98 from Observer I and Observer II. This score shows that almost all children are actively involved in activities and are able to show disciplined behavior independently, such as obeying rules, being orderly in activities, and following the teacher's directions well.

Overall, the results of observations in Cycle II of Meeting II show that the application of routine habituation is very effective in improving the character of children's discipline and has achieved the set success indicators.

The results of this study show that the application of the routine habituation method through two action cycles is able to significantly improve the discipline character of group B children. The completeness that was initially still low in Cycle I has increased to reach the very good category at the end of Cycle II. These findings strengthen the argument that discipline in early childhood is formed through a process of habituation that is carried out consistently, structured, and continuously.

This finding is in line with the research of Mawardah and Hariyanti (2023) which concluded that the habituation method is effective in instilling the discipline character of children aged 5–6 years through simple activities that are carried out regularly at school and at home. In the context of this study, the increase that occurred in Cycle II shows that when habituation is carried out more consistently and accompanied by reinforcement, children begin to show internalization of discipline values, not just momentary obedience. This indicates that the effectiveness of habituation lies not only in the frequency of activities, but also in the quality of teacher assistance.

CONCLUSION

The improvement in discipline character that occurs during the implementation of actions shows that early childhood is easier to understand and apply rules when given direct experience through activities that are carried out repeatedly and consistently. The results of

the research carried out at UPTD Kindergarten Negeri Idhata show that daily routine habituation is able to provide a significant improvement in the development of the discipline character of group B children. In the early stages, the character of children's discipline has not developed optimally because children still need more intensive direction, supervision, and reinforcement from teachers. However, after improvements were made through the affirmation of rules, the provision of good examples by teachers, and continuous positive reinforcement, the development of children's discipline character showed excellent improvement.

These findings indicate that habituation that is carried out in a structured, repetitive, and consistent manner provides opportunities for children to learn to control behavior, understand responsibility, and adjust to their social environment. This success is not only influenced by the frequency of the implementation of habituation activities, but also by the quality of assistance provided by teachers during the learning process (Rahma et al., 2023). Teachers play an important role in managing the classroom, applying rules consistently, providing motivation, and being role models in disciplined behavior. The role of teachers as a learning model allows children to observe and imitate disciplinary behaviors shown in daily activities.

In addition to increasing teacher activities, children's activities during learning also show positive changes. Children become more orderly in participating in activities, are able to obey agreed rules, are responsible for the tasks given, and begin to show awareness to behave in a disciplined manner without always having to be reminded. This condition shows that habituation that is carried out consistently has helped children internalize discipline values into daily behavior.

Thus, daily routine habituation supported by active involvement of teachers and optimal participation of children has proven to be effective in improving the discipline character of group B children at

UPTD Kindergarten Negeri Idhata. The synergy between the implementation of structured habituation, teacher example, and active involvement of children are the main factors that support the success of the development of disciplined character in early childhood.

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