

Implementation of Character Education Through Daily Routine Activities at Paud at Taqwa Mandailing Natal

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Abstract

This study aims to describe the implementation of character education through daily routine activities which include planning, implementation, evaluation of character education results, supporting factors and inhibiting the implementation of character education through habituation in PAUD at Taqwa Mandailing Natal. This study uses a qualitative approach with a qualitative descriptive method. Data collection techniques were carried out by interviews, observations, and documentation. The validity technique uses triangulation of sources and methods. Data analysis techniques in the study use data collection, data reduction, data presentation, and conclusion drawn. The results of this study show that the process of character education through habituation carried out by children is in accordance with the stages, namely planning, implementation, evaluation and results as well as supporting factors and inhibiting factors. Planning for children's character education is carried out through daily habituation in accordance with 9 of the 18 values of the nation's character, namely religious, honest, tolerant, disciplined, creative, curious, friendly/communicative, fond of reading and caring for the environment. The implementation includes the process of implementing character education in daily life through daily routine activities provided by teachers for children. Evaluation and results were carried out to see the results of changes in children's behavior in accordance with the ethics and morals of character education. The supporting factor for the implementation of character education through habituation is from parents, teachers who provide motivation. The inhibiting factor in the implementation of character education through habituation is from outside the environment and the mindset of children who are still young and do not understand.

Keywords: Character Education, Habituation, Daily Routine Activities, Early Childhood, PAUD at Taqwa Mandailing Natal, Qualitative Descriptive Research

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Introduction

Character is the key to individual success (Utami et al 2020). Character is a disposition, trait, or basic things that are found in a person so that they can distinguish someone from others. Or with other languages, people call it the term (habit or temperament). Character is the source of strength and stability of a society and nation (Rozana et al., 2021). Therefore, character formation should be the main concern of every community group and nation. Character is formed and built from an early age in early childhood education, but the reality is that not all early childhood institutions, early childhood education teachers and parents of students themselves understand the importance of building this character from an early age (Munazir & Parapat, 2024).

Character education plays an important role in shaping children's personality and morals from the early days of life. In an era of globalization full of various jThe current challenge is that education must not only focus on academic achievement, but also need to instill moral and ethical values so that children grow up to be individuals with integrity. Early Childhood Education (PAUD) is a strategic initial stage to introduce and develop character values because this period is the golden age of child development, where they are very easy to accept everything they see, hear, and feel. Character education also means making earnest, systematic and sustainable efforts to awaken and strengthen the awareness and belief of all Indonesians that there will be no better future without building and strengthening the character of Utami, Munisa, and Harahap (2020).

According to Harahap et al. (2023), character education can be defined as efforts made deliberately to help shape children's character optimally. Character education is not a new concept in the world of education. Character education can be applied through daily activities that are carried out consistently and repeatedly, such as greeting teachers and friends, reading prayers before studying, cleaning toys after playing, and sharing and helping friends. This simple activity that is done continuously will form a strong habit in children. At PAUD At Taqwa Mandailing Natal, the approach through daily routine activities has great potential in the formation of children's character, because teachers not only play the role of teachers but also as examples of positive behavior that can be imitated by children.

According to Nofianti, Munisa, & Agustia (2022) The educational objectives of character formation in children need to be directed to psychological maturation that ends in higher education, development or growth, through process by process in accordance with the development and growth of the child. Several studies show that daily routine activities are effective in shaping early childhood character. Purwanti and Haerudin (2020) in their research stated that teachers' habits and examples in daily activities are effective methods in instilling discipline and a sense of responsibility in children. They emphasized that activities such as marching before class, listening well to instructions, and completing tasks in an orderly manner, when done consistently, will help children understand the value of discipline and responsibility as part of life. This proves that character education does not have to given through special lessons, but it is more effective when done through daily habits.

Meanwhile, Cahyani and Raharjo (2021) in their research at Sekolah Alam Ungaran stated that the formation of children's character through routine activities and habituation runs in several stages, namely planning, implementation, evaluation, and by paying attention to supporting and inhibiting factors. They also noted that the involvement of teachers, parents, and a conducive learning environment is critical to the success of character education. Early childhood teachers have a dual role as facilitators as well as examples to follow because early childhood tends to imitate the behavior of adults around them. On the other hand, Mahmudah (2023) in his research at Annuur Kediri Kindergarten emphasized the importance of habituating spiritual activities in shaping children's religious character. He noted that activities such as joint prayer before and after study, reading the Qur'an, and congregational prayers have a great impact on instilling the values of faith, patience, and spiritual responsibility in early childhood. According to him, religious character formed from an early age through spiritual activities will be a strong foundation in building a person with noble character and an awareness of divine values.

From the various results of these studies, it can be concluded that character education through daily routine activities is an effective and relevant approach to early childhood education. The implementation of this model at PAUD At Taqwa Mandailing Natal can be adjusted to local values, religious culture, and social conditions of the surrounding community. With cooperation between teachers, parents, and the environment, it is hoped that positive characters such as discipline, responsibility, honesty, religiosity, and concern for others can grow and develop in children from an early age. Character education in early childhood is an important basis for forming a generation with noble and responsible morals. Through daily routine activities in PAUD, character values can be instilled consistently and naturally in children's daily lives. This approach is effective because it corresponds to the stages of early childhood development that are highly responsive to habits and examples.

Research Methods

This study uses a qualitative approach with a case study method. The qualitative approach was chosen because the focus of the research is to understand the in-depth how the process of implementing character education through daily routine activities at PAUD At Taqwa Mandailing Natal. Case studies allow researchers to explore phenomena that occur in real-life contexts in detail and comprehensively, in accordance with the characteristics of the PAUD institution where the research is located.

Data was collected through several techniques, namely participatory observation, in-depth interviews, and documentation. Observation is carried out by directly observing routine activities carried out by teachers and students in PAUD, in order to see how character values are instilled in real life in daily activities. Interviews were conducted with teachers, principals, and parents of students to gain diverse perspectives on the implementation of character education and the obstacles that may be faced. In addition, documentation in the form of activity records, photos, and video recordings was also collected to strengthen the data obtained.

In the data analysis process, the researcher uses thematic analysis techniques with the stages of data reduction, data presentation, and conclusion drawn. Data reduction is carried out by filtering and selecting data that is relevant to the focus of the research, then the data that has been compiled is presented systematically so that it is easy to understand, and in the final stage the researcher conducts interpretation to reveal the meaning of the implementation of character education in the context of routine activities in PAUD.

The validity of the data is maintained through source triangulation techniques and techniques, where data obtained from various sources and methods are confirmed to avoid bias and ensure the accuracy of the information. Thus, the results of the research are expected to provide a valid and comprehensive picture of the implementation of character education in PAUD At Taqwa Mandailing Natal.

Results and Discussion

Based on the results of research conducted through observations, interviews, and documentation of the subjects studied, this discussion focuses on the process, supporting factors, and obstacles in the implementation of character education through daily routine activities at PAUD At Taqwa Mandailing Natal. The results of observations show that the application of character education in PAUD At Taqwa is carried out through various forms of habituation, such as routine activities, spontaneous activities, exemplification, conditioning

environment, the culture of the PAUD institution, and through nine types of habits that reflect the values of the nation's character. The nine habits include: religious, honesty, tolerance, discipline, creativity, curiosity, friendly and communicative attitudes, love of reading, and concern for the environment.

3.1 Implementation of Character Education in Accordance With Character Values

1. Implementation of Religious Values

Religious values are the main foundation in character education, considering that Indonesia is a country that upholds religious values. Religious values that are universal are actually present in all religious teachings, so they will not cause the dominance of the majority religion over the adherents of minority religions. The application of religious values in character education is very important, because a person's belief in the values derived from his religious teachings can be a strong encouragement in the formation and strengthening of character (Azzet, 2011).

2. Implementation of Habituation of Honest Values

The value of honesty in character education reflects attitudes and behaviors that show that a person can be trusted in speech, actions, and in carrying out duties. According to Amin (2017), honesty is a decoration for individuals who have noble and knowledgeable morals, so honesty is highly recommended to be possessed by everyone, especially for Muslims. Honesty is also the main foundation in upholding the values of truth in life, and is one of the main qualities possessed by the prophets and apostles, even becoming an obligatory character that must be present in every messenger of Allah.

3. Implementation of Tolerance Values

The value of tolerance is a very important aspect in the optimal implementation of Pancasila and is the basis for maintaining harmony between Indonesian citizens. Tolerance among students reflects mutual respect for religious freedom guaranteed in Article 29 of the 1945 Constitution. When tolerance is carried out seriously, it will grow a harmonious attitude in students. Tolerance also encourages the creation of mutual respect and the ability to cooperate between different religions (Suharyanto, 2014).

4. Implementation of Discipline Value Habituation

The Ministry of National Education (2010:9) states that discipline is an action that reflects an orderly attitude and obedience to applicable rules and regulations. According to Zaini (2009:114), discipline is a condition of order created in a system through compliance with established regulations. Self-discipline refers to the ability of individuals to obey the tasks and rules they face, with the aim of directing changes in their behavior, thoughts, and emotions to be in line with the principles they believe in. The application of disciplinary values in PAUD At Taqwa is part of character education which is carried out through rules that have been set by teachers, not only for children and parents, but also for teachers themselves, such as the obligation to dress neatly and be present on time.

5. Implementation of Creative Value Habituation

Creativity is the ability to produce original and useful ideas, both in the form of ideas, actions, and works. The emergence of creativity is influenced by individual, environmental, and cultural factors (Susanto, 2017). In PAUD At Taqwa, the application of creativity values is carried out by teachers through learning activities that encourage children to express their imagination, such as making works from folding paper according to their own ideas, with guidance and direction from teachers.

6. Implementation of Curiosity Value Habituation

Curiosity is a natural emotion that humans have, which drives a person to investigate and understand more about something that is being studied. This encouragement makes students continue to try to find information about things they do not know, so that through this process they gain new knowledge, insights, and experiences (Silmi and Kusmarni, 2017). At PAUD At Taqwa, the value of curiosity is grown through the presentation of learning materials that are new, interesting, and not yet. It has been introduced before, so that it arouses children's interest and curiosity in what is conveyed by the teacher.

7. Implementation of Communicative/Friendly Value Habituation

Friendly or communicative characters in character education habits help children become individuals who are liked by others or their peers. Children are also able to adapt in various situations, have sensitivity to the social environment, and avoid bad behavior. A friendly or communicative attitude is shown through actions that reflect pleasure in talking, interacting, and cooperating with others (Endah, 2012:75). The application of friendly character values in PAUD At Taqwa was seen when the researcher made observations, where there were positive interactions between children, such as greeting each other, playing together, and showing closeness between them.

8. Implementation of Habituation of Environmental Care Values

The character of caring for the environment is one of the 18 character values set by the Curriculum Center of the Ministry of National Education. This character reflects an attitude to protect and preserve the surrounding environment. Real actions in protecting the environment are a form of behavior that shows positive moral values (Listyarti, 2012:7). At PAUD At Taqwa, the cultivation of environmentally friendly character is carried out through a nature-based learning approach and through daily habits, such as inviting children to routinely clean the classroom, dispose of garbage in its place, and care for and maintain plants in the school environment.

9. Implementation of Character Education Through Daily Routine Activities

a. Implementation of Character Education Through Routine Habituation

Routine activities are a form of habituation that is carried out continuously to instill character values in children, such as praying, being respectful and polite, maintaining personal hygiene, performing prayers, and so on. The purpose of this activity is to train children to get used to doing positive things, so that these habits can be applied in daily life, both in the school environment and outside of school.

b. Implementation of Character Education Through Spontaneous Activities

Spontaneous activities are activities that are carried out unbound by a certain time, place, or situation. Examples of spontaneous activities that are usually taught to children include saying greetings, shaking hands, being polite, and throwing garbage in its place. The purpose of this activity is to provide direct and natural learning, in order to form children's habits in being polite and showing commendable behavior.

c. Implementation of Character Education Through Example Exemplary activities aim to get children used to behaving well and be role models for them. The example shown by a good teacher will shape positive behavior in students. Teachers set a good example in children's learning development, because their every action, manners, way of dressing, and speech will be observed and imitated

by children. The purpose of this example is to shape children's morals (Ulwan, 1993:3).

3.2 Inhibiting Factors and Supporting Factors of the Implementation of Character Education Through Daily Routine Activities

The inhibiting factors in the implementation of character education through daily routine activities are:

a. Children are still difficult to manage

Mindset is a certain tendency or way of a person in processing and responding to information, which ultimately affects his behavior (Fithri & Setiawan, 2017:226). Because the child's mindset is still in the development stage and has not fully understood the teacher's explanation, patience is needed from the teacher in delivering the material and guiding the child.

b. The Learning Model used by teachers has not supported the achievement of children's character

In the implementation of learning, teachers still tend to use conventional learning models without integrating character values in it. And the value of the character has not been fully described so that children do not understand the meaning of the character itself.

As for the supporting factors in the implementation of character education in PAUD At Taqwa There are several factors that support the implementation of character education in PAUD Alam Ungaran. First, support from parents is an important element. Khasanah et al. (2012:2) stated that parents have a major role in shaping children's behavior. This is in line with the opinion of Umar (2015:20) who emphasizes that parents are the most responsible parties in children's education, and their role is very influential on the success and future of children. Second, patience and teacher role models are also important factors in instilling character education through habituation activities at PAUD At Taqwa. Teacher role models play a big role in the educational process, because after parents, teachers are the main figures who have a great influence in shaping children's personalities (Sanusi, 2013). Therefore, teachers are required to always provide the best example and guidance for their students.

Conclusion

The application of character education through habituation activities at PAUD At Taqwa is carried out by instilling character values in children through daily routine activities. This implementation involves various forms of habituation such as routine activities, spontaneous actions, exemplary, caring for the environment, and integrating 8 of the 18 character values that are set, namely religious, honest, tolerant, disciplined, creative, curious, communicative or friendly and caring for the environment. This character learning process is carried out consistently every day with the hope that children will get used to it and be able to bring these values to adulthood. Through continuous habituation, character values will be naturally embedded in children so that they become part of their habits and behaviors, both at home and at school. This approach has been proven effective in fostering positive attitudes and habits in early childhood.

However, the implementation of this character education also faces a number of challenges. One of the main obstacles is the child's mindset that is still in the developmental stage, so that children are not yet fully able to understand learning given. In addition, the learning model applied by teachers has also not supported the formation of character in early childhood, eventually becoming an obstacle in itself.

On the other hand, the success of character education through habituation in PAUD At

Taqwa Mandailing Natal can be seen from positive changes in children's behavior. Children become more polite, independent, able to socialize well, and show morals and values that are in harmony with the values carried by the institution. Character formation does take time and a long process, because not all children easily accept and carry out the character education given. Based on the results of the study, consistent and continuous habituation is essential to form a good child's personality. Children still need guidance and direction in understanding and carrying out the character values that are taught. Character values need to be instilled from an early age so that children have a positive attitude towards their social environment. Character education should start from the active involvement of parents and teachers. This process needs to be implemented as early as possible through daily routine activities so that children are able to bring and live these values in their lives now and in the future. Schools need to make character education a top priority in shaping the personality of children who are moral, ethical, virtuous, and have a noble culture in order to create a generation that is dignified and contributes positively to the nation.

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