

## HABITUATING METHOD: BUILDING EARLY CHILDHOODS' DISCIPLINE CHARACTER

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### ABSTRAK

*Salah satu upaya membentuk generasi yang berkualitas adalah dengan menanamkan nilai agama dan moral pada anak sejak usia dini. Penelitian ini bertujuan untuk mengidentifikasi penerapan pembiasaan nilai agama dan moral, serta dampak positif penerapan pembiasaan nilai agama dan moral dalam memperkuat sikap disiplin pada anak usia 5-6 tahun di Pos PAUD Al-Khoeriyah. Adapun metode yang digunakan dalam penelitian ini adalah metode penelitian tindakan kelas (PTK). Hasil penelitian ini menunjukkan bahwa implementasi pembelajaran nilai agama dan moral melalui metode pembiasaan pada anak usia dini termasuk ke dalam kategori sangat baik. Hal ini didasarkan pada peningkatan skor rata-rata pada pra siklus sebesar 56,5% menjadi 69,8% pada siklus I, dan skor rata-rata mengalami peningkatan menjadi 84,8% pada siklus II. Selain itu, implementasi pembelajaran nilai agama dan moral melalui metode pembiasaan memberikan dampak positif bagi seluruh anak pada indikator yang telah ditetapkan, yaitu: mengerjakan ibadah, berperilaku jujur dan santun, menjaga kebersihan diri dan lingkungan, serta mengetahui hari besar agama. Kesimpulannya, penggunaan metode pembiasaan memberikan dampak positif dalam menerapkan nilai agama dan moral pada anak usia 5-6 Tahun di Pos PAUD Al-Khoeriyah.*

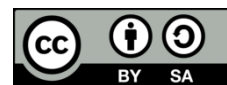
**Kata Kunci:** Metode Pembiasaan; Nilai Agama Dan Moral; Penelitian Tindakan Kelas

### ABSTRACT

One of the efforts to form a quality generation is to instill religious and moral values in children from an early age. This study aims to identify the application of habituation of religious and moral values, as well as the positive impact of the application of habituation of religious and moral values in strengthening discipline attitudes in children aged 5-6 years at the Al-Khoeriyah early childhood education. The method used in this study is class action research (CAR). The results of this study show that the the implementation of learning religious and moral values through the habituation method in early childhood is included in the category of good. This is based on an enhancement of the score 56.5% in pre-cycle, then become 69.8% in cycle I, and become 84.8% in cycle II. This significant enhancement directly has a positive impact on four main behaviors: (1) the children can worship better, (2) the children behave honestly and politely, (3) the children maintain personal and environmental cleanliness, and (4) the children know religious values in daily life. In conclusion, the implementation of habituation method has a positive impact on applying religious and moral values to children aged 5-6 years at the Al-Khoeriyah early childhood education.

**Keywords:** Habituation Method; Religious and Moral Values; Classroom Action Research

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## I. INTRODUCTION

In the educational process, early childhood needs to get stimulation from parents at home and teachers at school. This stimulation serves to develop 6 aspects of children's basic abilities. These six aspects of ability will be the main requirement for children to advance to the next level of education. This is in accordance with the mandate of the Regulation of the Minister of Education, Culture, Research, and Technology Number 5 of 2022, Chapter III Article 4 Point 3, which states that the Standard for Early Childhood Development Achievement Levels as referred to: (a) religious and moral values; (b) the value of Pancasila; (c) physical, motor; (d) cognitive; (e) language; and (f) social-emotional (Permendikbudristek No. 5 Tahun 2022 as quoted in (Hidayat & Nurlatifah, 2023, p. 31). Referring to the Child Development Achievement Level Standard (STPPA), instilling religious and moral values for children is important as one of the efforts to shape children's behavior in accordance with religious and moral values (Nurma & Purnama, 2022, p. 54).

One of the efforts to apply religious and moral values in early childhood is inseparable from the competencies that teachers must possess in behaving in accordance with religious and moral values. This is based on the nature of children, which is in the phase of imitator (Ananda, 2017, p. 20). In addition, Alfaini et al., (2022, p. 35) believed that the implementation of religious and moral values needs to be instilled from an early age as an effort to increase faith and piety towards God Almighty. The effort is carried out by parents at home and teachers at school by providing a model of moral behavior, habituating it, and practicing it in daily habits. Furthermore, in schools, teachers also need to stimulate children in developing religious and moral values through modelling, such as discipline, habituation in worship and socializing activities, and being able to provide educational and teaching services that are fun for children (Haerudin, 2021, p. 148).

However, based on a preliminary study conducted by the researchers on early childhood at the Al-Khoeriyah Early Childhood Education, the data showed that there were several problems related to behavior that reflected religious and moral values in children aged 5-6 years. This problem can be seen from the parents' obstacles in implementing the habit when instilling religious and moral values in children aged 5-6 years. This data can be seen from the behavior of children who are not disciplined, do not understand the procedures of worship, often speak harshly, and behave badly. In addition, there is a lack of communication and cooperation between parents and teachers in applying religious and moral values to the children. This phenomenon is in line with the results of the studies conducted by Nurhayati, Hidayat, Lastari, et al., (2024); Widya (2019), which found that children's declining moral and religious values are the result of poor parenting, negative social associations, and exposure to inappropriate entertainment.

Based on the various obstacles experienced above, the researchers tried to apply one of the methods, that is, the so-called habituation method, as a solution to overcome problems related to behavior that reflects religious and moral values in children aged 5-6 years. In instilling religious and moral values during learning activities, teachers teach religious and moral values, especially improving discipline attitudes through modelling, such as: teachers come early before children to school, teachers greet children by saying greetings; teachers remind the children to always say good greetings to parents, other

teachers, and friends; and teachers introduce the procedures for worship and good behavior to children which become routine activities carried out in daily life. In applying the habituation method, teachers cannot do without acquiring support from all parties; cooperation is needed between parents, teachers, and the environment (Hidayat et al., 2023, p. 71). Finally, after providing understanding to children, these habits are carried out consistently (Nursah et al., 2024, pp. 48).

This study was supported by three previous studies. The first previous study was conducted by Nurhayati, Kurniasih, et al., (2024) with the title, “*Pengaruh Penggunaan Metode Pembiasaan terhadap Pembentukan Karakter Disiplin Anak di PAUD Sartika Asih Kabupaten Ciamis, Jawa Barat*”. This study uses a quantitative method through a pre-experiment approach in the form of a one-group pre-test and post-test design. The results of the study showed that the habituation method has a significant effect on the formation of children’s discipline character, as well as providing additional findings that children become more enthusiastic to come to school on time and feel proud of the discipline exemplified by their parents. The second previous study was conducted by Nursah et al., (2024) with the title, “*Implementasi Nilai Agama Dalam Penanaman Nilai Moral Melalui Metode Pembiasaan di TK Pembina Lambu*”. This study uses a qualitative method with a descriptive approach. The results of the study showed that the implementation of religious values through the habituation method in the teaching and learning process at Pembina Lambu Kindergarten is influenced by two factors: internal and external factors. Furthermore, the third previous study was conducted by (Mirnawati et al., 2020) with the title, “*Implementasi Metode Pembiasaan Dalam Menanamkan Nilai-Nilai Agama dan Moral Anak Usia 5-6 Tahun di Lingkungan Keluarga Desa Sombano Kecamatan Kaledupa Kabupaten Wakatobi*”. This study uses a qualitative method with a descriptive approach. The results of the study showed that the application of habituation method in instilling religious and moral values in children aged 5-6 years in the family environment is carried out by teaching the values of discipline, honesty, independence, good manners, and responsibility.

The current study has a clear differentiator in filling the gap compared to the three previous studies. The study conducted by Nurhayati, Kurniasih, et al., (2024) used a pre-experimental quantitative approach that focuses on measuring the causality of the method of habituation to the discipline, while the study of Nursah et al., (2024) focuses more on identifying internal and external factors for the implementation of limited religious values in the school environment. On the other hand, the study carried out by Mirnawati et al., (2020) specializes in the target of its application purely on parenting in the family environment. As a filler of the gap of the three previous studies, the present study uses Classroom Action Research (PTK), which specifically combines and integrates habituation methods through direct synergy between the example of teachers in schools and the active involvement of parents at home. This collaborative approach is applied to bridge and create a common understanding of education in the two environments, so that the formation of early childhood discipline character based on religious and moral values can run continuously and produce comprehensive behavioral achievements.

Based on the background of the study described above, the researchers proposed two research problems: (1) How can the implementation of habituation of religious and moral values strengthen the discipline of children aged 5-6 years at the Al-Khoeriyah early childhood education? (2) What is the positive impact of the implementation of habituation of religious and moral values in strengthening discipline in children aged 5-6 years at the Al-Khoeriyah early childhood education? Based on the two research problems, the aims of this study are: (1) To identify the implementation of habituation of religious and moral values strengthen the discipline of children aged 5-6 years at the Al-Khoeriyah early childhood education; (2) To identify the positive impact of the implementation of habituation of religious and moral values in strengthening discipline in children aged 5-6 years at the Al-Khoeriyah early childhood education.

## II. LITERATURE REVIEW

In this literature review, the researchers discuss two sub-discussions. Those two sub-discussions include (1) implementing religious and moral values in early childhood education, and (2) implementing the habituation method of religious and moral values in early childhood education.

### **Implementing Religious and Moral Values in Early Childhood Education**

Dealing with the implementation of religious and moral values in early childhood education, [Masruroh \(2018, pp. 80–82\)](#) believes that learning religious and moral values in children must be implemented through collaboration between parents at home and teachers at school. Both have the same role in fostering children's awareness and understanding of religious and moral values. Therefore, in providing religious and moral value learning, especially in improving discipline, both parents and teachers must be able to package interesting and easy-to-do methods that will become habits that are always carried out by children. In addition, [Aprida & Suyadi \(2022, pp. 2463–2464\)](#) argue that learning of religious and moral values in childhood is very important as an effort to form the character of a nation that is religious, dignified, moral, and civilized. Finally, [Fitriyah \(2019, pp. 3–4\)](#) argues that learning to instill religious and moral values in early childhood is the basic foundation in the development of good character in children later in life, which is carried out through modelling and habituation applied by parents at home and teachers at school, as well as the surrounding environment.

From the three opinions of the experts above, the researchers elaborated that the implementation of religious and moral value learning can be done through collaboration between parents at home and teachers at school. Both have the same role in fostering children's awareness and understanding of religious and moral values. Therefore, in providing religious and moral value learning, especially in improving discipline, both parents and teachers must be able to package interesting and easy-to-do methods that will become habits that are always carried out by children. Learning religious and moral values in childhood is very important as an effort to form the character of a nation that is religious, dignified, moral, and civilized. This is done through example and habituation applied by parents at home and teachers at school ([Aprida & Suyadi, 2022; Fitriyah, 2019; Masruroh, 2018](#)).

In the context of the present study, the implementation of religious and moral value learning is applied through various activities that are integrated into children's daily activities. Teachers set a good model in attitude and behavior, get children used to praying before and after activities, and train discipline in worship and manners. In addition, children listen to exemplary stories, sing songs with religious nuances, and play according to moral and religious values. The approach taken both individually and in groups also supports the success in instilling these values, so that children are able to develop disciplined attitudes and noble morals in daily life.

In conclusion, the implementation of religious and moral value learning can be done through collaboration between parents at home and teachers at school. Both have the same role in fostering children's awareness and understanding of religious and moral values. In the context of the present study, the implementation of religious and moral value learning is applied through children's daily activities.

### **Implementing the Habituation Method of Religious and Moral Values in Early Childhood Education**

Implementing the habituation method in early childhood education must be applied through modelling carried out by the teachers. In addition, the teachers' ability to take an effective approach is an important factor, so that children can accept and carry out learning happily (Nurhayati, Hidayat, & Hidayat, 2024, p. 72). In line with this statement, Dewi (2017, p. 45) emphasizes that the success of habituation is highly dependent on the modelling carried out by the teachers, besides the use of learning media, such as storybooks and audiovisuals, to help children understand and imitate religious and moral values in daily life. In addition, Solihah & Faizin (2021, pp. 41–44) emphasized that the implementation of the habituation method for children needs to be accompanied by direct examples from teachers as models. This example is the key to helping children understand and apply religious and moral values consistently in their daily activities.

Based on the aforementioned statements, the researchers further elaborated that the implementation of the habituation method in early childhood education requires the teachers to be role models and positive figures. In addition, teachers need to build the appropriate approach so that children feel safe, comfortable, and enjoy the process of learning. The implementation of the method does not only take place in the school environment, but also requires synergy between teachers, parents, and the environment. This collaboration aims to strengthen the internalization of learning outcomes, so that the habits applied at school can be continued in daily life at home. Thus, the religious and moral values taught and practiced at school can be implemented consistently (Dewi, 2017; Nurhayati, Hidayat, & Hidayat, 2024; Solihah & Faizin, 2021).

In relation to the present study, the habituation method in instilling religious and moral values, especially to improve discipline in early childhood, is implemented through the teachers' modelling that is combined with various other methods, such as playing, singing, and storytelling. The collaboration of using the habituation method with other methods has been proven to have a real impact on the practice of children's discipline. This is in accordance with the study conducted by Khofifah & Mufarochah (2022), which

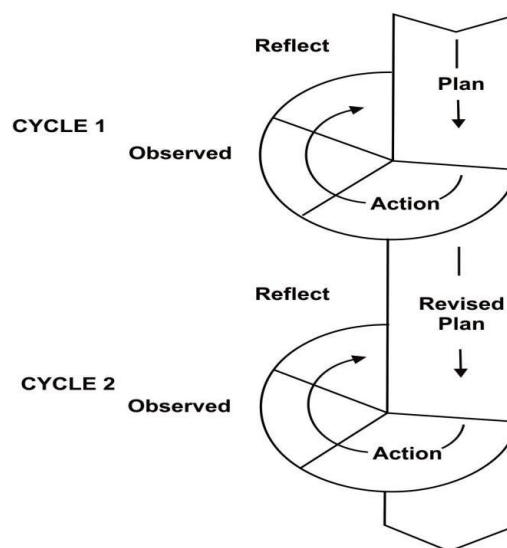
showed that teachers' modelling carried out consistently through daily habituation in performing religious and moral values in daily children's discipline.

In conclusion, the implementation of religious and moral values can be carried out through collaboration between parents at home and teachers at school. Both have the same role in fostering children's awareness and understanding of religious and moral values. In the context of the present study, the implementation of religious and moral values is applied through children's daily activities, such as praying before and after activities, practicing discipline in worship and manners, telling exemplary stories, singing songs with religious nuances, and playing according to moral and religious values.

### III. METHOD

#### Research Types

The present study employs the Classroom Action Research (CAR) method, with the aim of enhancing the learning process through implementing the habituation method in instilling children's religious and moral values, especially in enhancing discipline in daily life. The CAR method is based on the Kemmis & McTaggart (1988) theory as cited in Hidayat & Yusri (2013, pp. 636–637), which is carried out in two cycles. Each cycle consists of four stages: (1) planning, (2) acting, (3) observing, and (4) reflecting. The implementation of the second cycle was carried out as a follow-up to the results of reflection in the first cycle to enhance the learning process that had been implemented. The four stages are highlighted in the form of the following diagram.



**Diagram 1. Classroom Action Research Model Kemmis & McTaggart (1988)**

Source: (Hidayat & Yusri, 2013, pp. 636–637)

#### Research Time and Place

This study was carried out in semester 1 of the 2025/2026 academic year, from December 8<sup>th</sup> to 10<sup>th</sup>, 2025. The study was carried out at Al-Khoeriyah early childhood education, which is located in Lingkungan Jungga, RT. 03, RW. 03, Babakan village, Lumbung district, Kabupaten regency, Jawa Barat province.

### Research Target/Subject

The subjects in this study are early childhood who are the students at Al-Khoeriyah early childhood education in the 2025/2026 academic year, with a total of 8 children. Those 8 children were chosen as the subject of this study.

### Procedure

The data collection procedure in this study uses 4 (four) stages: (1) planning, (2) action, (3) observing, and (4) reflecting. Meanwhile, the action stage is carried out in a series of activities in the form of practices, tests, observations, and documentation (Hidayat et al., 2024, p. 22).

### Data, Instruments, and Data Collection Techniques

In this study, the obtained data were the result of children's work in the form of scores, which were obtained from assessments based on the instruments used. The instruments are as follows.

1. Assessment of observation aspects of children's development;
2. Observation sheet of children's learning activities;
3. Observation sheet of children's scores from each cycle.

**Table 1. Assessment of Observation Aspects of Children's Development**

Development Aspects	Indicators of Discipline, Religious and Moral Values	Forms of Habituation	Assessment	Instrument
Religious and Moral Values	Children pray before and after the activity.	Daily prayer habit	Arrange habituation activities	Planning sheet
	Children can greet the teachers and other friends.	Habituation of greetings and manners	Implementation of habituation	Observation sheet
	Children can obey the rules in the classroom.	Teacher role model	Observation of disciplinary behavior	Checklist
	Children can line up and behave in an orderly manner.	Routine habituation	Evaluation of behavior change	Anecdotal notes

Source: (Modified from Herniawati et al., 2025, p. 233)

**Table 2. Observation Sheet of Children's Learning Activities**

The Checklist Sheet of Children's Discipline

No.	Indicators	BB	MB	BSH	BSB
1.	Children pray before and after the activity.				
2.	Children can greet the teachers and other friends.				
3.	Children can obey the rules in the classroom.				

4. Children can line up and behave in an orderly manner.

Source: (Modified from Herniawati et al., 2025, p. 233)

**Table 3. Observation Sheet of Children's Scores from Each Cycle**

Observation Results of Cycle I

No.	Children's Name	Assessment Indicators	Score	Observation Results
1.				
2.				
3.				
4.				
5.				

Observation Results of Cycle II

No.	Children's Name	Assessment Indicators	Score	Observation Results
1.				
2.				
3.				
4.				
5.				

Source: (Modified from Herniawati et al., 2025, p. 233)

### Data Analysis Techniques

The data analysis technique uses a qualitative descriptive approach. The data were analyzed through observation activities on children's activities and learning outcomes during the learning process. The obtained data were reduced, presented, and concluded (Miles et al., 2014). Data Reduction: The process of focusing and simplifying raw data from observation of habituation of religious and moral values to improve the discipline of children aged 5-6 years at the Al Khoeriyah early childhood education. Data Display: The results of observation, which were presented systematically in the form of a table of the development of children's discipline attitudes in cycle I and cycle II. Drawing Conclusion/Verification: The final stage concludes the impact of the habituation method on religious and moral values to enhance the discipline of children aged 5-6 years at the Al Khoeriyah early childhood education, based on the results of a comparison between children's achievement levels in cycle I and cycle II.

## IV. RESULTS AND DISCUSSION

### Results

#### Description of Pre Conditions

The researchers chose the Al Khoeriyah early childhood education in the 2025/2026 academic year as the research site, because they are the teachers at the Al Khoeriyah early childhood education. In the first stage, before conducting the study, the researchers asked permission from the school principal. After obtaining permission, the researchers then

conducted observations to obtain prior data as a reference in the next stage. Then, the researchers conducted a planned activity schedule in the class through direct practice activities based on the selected indicators: (1) children pray before and after the activity, (2) children can greet the teachers and other friends, (3) children can obey the rules in the classroom, and (4) children can line up and behave in an orderly manner. Furthermore, the results of the pre-observations are described in the form of the following table.

**Table 4: Results of Pre-Condition at Al-Khoeriyah Early Childhood Education**

No.	Children's Name	Assessment Indicators				Score	Observation Results
1.	A	3	2	3	3	11	BSH
2.	B	2	2	2	3	9	BSH
3.	C	2	2	2	3	9	BSH
4.	D	1	1	1	1	4	MB
5.	E	1	1	2	2	6	MB
6.	F	0	0	1	1	2	BB
7.	G	2	3	2	3	10	BSH
8.	H	2	3	2	3	10	BSH
<b>Jumlah</b>		<b>13</b>	<b>14</b>	<b>15</b>	<b>19</b>	<b>61</b>	
<b>%</b>		<b>57,5%</b>	<b>55,8%</b>	<b>52,5%</b>	<b>60%</b>	<b>56,5%</b>	

Source: (Research Data, 2025)

The aforementioned table was the results of an observational analysis based on preliminary data on the implementation of religious and moral values in early childhood, at which children pray before and after the activity shows 57.5%, children can greet the teachers and other friends shows 55.8%, children can obey the rules in the classroom shows 52.5%, and children can line up and behave in an orderly manner shows 60%. In general, the result of the implementation of religious and moral values in early childhood in pre-condition shows 56.5%. This achievement is depicted by 1 child (6.7%) who has not developed (BB), 2 children (30%) who have started to develop (MB), 5 children (63.3%) who have developed as expected (BSH), and there are no children who have not developed very well (BSB).

### Description of Cycle I

After conducting pre-observations, before implementing the habituation method to instill behaviors reflecting religious and moral values in early childhood at Al-Khoeriyah Early Childhood Education, the researchers teach the children based on the indicators planned in the planning stage. Those indicators cover: (1) children pray before and after the activity, (2) children can greet the teachers and other friends, (3) children can obey the rules in the classroom, and (4) children can line up and behave in an orderly manner. Further, the researchers observe the children's activities, followed by reflecting stage. In addition, the results are presented in the following table.

**Table 5: Observation Results Cycle I**

No.	Children's Name	Assessment Indicators				Score	Observation Results
1.	A	3	2	3	3	11	BSH
2.	B	2	2	2	3	9	BSH
3.	C	2	2	2	3	9	BSH

4.	D	1	1	1	1	4	MB
5.	E	1	1	2	2	6	MB
6.	F	0	0	1	1	2	BB
7.	G	2	3	2	3	10	BSH
8.	H	2	3	2	3	10	BSH
	<b>Jumlah</b>	<b>12</b>	<b>14</b>	<b>15</b>	<b>19</b>	<b>61</b>	
	<b>%</b>	<b>73,3%</b>	<b>64%</b>	<b>75%</b>	<b>66,7%</b>	<b>69,8%</b>	

Source: (Research Data, 2025)

The aforementioned table was the results of an observational analysis based on the data on the implementation of religious and moral values in early childhood on cycle I, at which children pray before and after the activity shows 73,3%, children can greet the teachers and other friends shows 64%, children can obey the rules in the classroom shows 75%, and children can line up and behave in an orderly manner shows 66,7%. In general, the result of the implementation of religious and moral values in early childhood in cycle I shows 69,8%. This achievement is depicted by 1 child (6.7%) who has not developed (BB), 2 children (30%) who have started to develop (MB), 5 children (63.3%) who have developed as expected (BSH), and there are no children who have not developed very well (BSB). Hence, there is an enhancement score showed 56.5% in pre-cycle to 69.8% in cycle I. However, overall indicators have enhanced.

After conducting the reflection, the researchers then carried out cycle II. As done in cycle I, the researchers carried out planning, acting, and observing. Then, the results of cycle II are presented in the following table.

**Table 6: Observation Results of Cycle II**

No.	Children's Name	Assessment Indicators				Score	Observation Results
1.	A	4	3	4	3	14	BSH
2.	B	3	3	2	3	11	BSH
3.	C	2	3	3	3	11	BSH
4.	D	2	2	2	3	9	BSH
5.	E	2	3	2	3	10	BSH
6.	F	1	2	3	2	8	BSH
7.	G	3	4	2	3	12	BSH
8.	H	3	4	3	3	13	BSH
	<b>Jumlah</b>	<b>20</b>	<b>24</b>	<b>22</b>	<b>23</b>	<b>88</b>	
	<b>%</b>	<b>83,3%</b>	<b>80%</b>	<b>87,5%</b>	<b>88,3%</b>	<b>84,8%</b>	

Source: (Research Data, 2025)

The aforementioned table was the results of an observational analysis based on the data on the implementation of religious and moral values in early childhood on cycle II, at which children pray before and after the activity shows 83,3%, children can greet the teachers and other friends shows 80%, children can obey the rules in the classroom shows 87,5%, and children can line up and behave in an orderly manner shows 88,3%. In general, the results of the implementation of religious and moral values in early childhood in cycle II shows 84,8%. This achievement is depicted by 8 children (100%) who have

developed as expected (BSH). Hence, there is an enhancement score showed 69.8% in cycle I to 84,8% cycle II. However, overall indicators have enhanced. After conducting a reflection stage in cycle II, the researchers found that there are some positive impacts of the habituation method. Those impacts cover: (1) the children can worship better, (2) the children behave honestly and politely, (3) the children maintain personal and environmental cleanliness, and (4) the children know religious values in daily life.

Based on twice actions implemented in cycle I and cycle II, it can be concluded that the implementation of the habituation method empirically has proven to be effective in fostering children's behavior that is in harmony with religious and moral values. This success is largely determined by the strong synergy between teachers at school and the active involvement of parents at home. The collaboration was able to overcome the children's achievement in cycle I (69.8%) and significantly enhance the achievement in cycle II (84.8%). The 15% enhancement reflected overall success in all indicators. Thus, the implementation of this consistent and collaborative habituation method has succeeded in realizing the target of the present study in a complete manner with excellent classification. After conducting a reflection stage in cycle II, the researchers found that there are some positive impacts of the habituation method. Those impacts cover: the children can worship better, the children behave honestly and politely, the children maintain personal and environmental cleanliness, and the children know religious values in daily life.

## Discussion

Furthermore, the researchers need to answer the research problems proposed in the introduction. The first research problem is: **How can the implementation of habituation of religious and moral values strengthen the discipline of children aged 5-6 years at the Al-Khoeriyah early childhood education?** Based on the gathered data, the results in pre-cycle showed 56.5%, then the results in cycle 1 showed 69.8%, at which children pray before and after the activity shows 73,3%, children can greet the teachers and other friends shows 64%, children can obey the rules in the classroom shows 75%, and children can line up and behave in an orderly manner shows 66,7%. In addition, the results in cycle I asserted that 1 child (6.7%) has not developed (BB), 2 children (30%) who have started to develop (MB), 5 children (63.3%) who have developed as expected (BSH), and there are no children who have not developed very well (BSB). Then, the results in cycle II showed 84,8%, at which children pray before and after the activity shows 83,3%, children can greet the teachers and other friends shows 80%, children can obey the rules in the classroom shows 87,5%, and children can line up and behave in an orderly manner shows 88,3%. In addition, the results in cycle I asserted that all children (100%) had developed as expected (BSH). Referring to these data, the researchers tend to answer the first research question: the implementation of habituation of religious and moral values strengthens the discipline of children aged 5-6 years at the Al-Khoeriyah early childhood education. This claim is shown by an enhancement in the outcome of the action by 69.8% in cycle I to 84.8% in cycle II, with the final results showing that the children (100%) have developed as expected (BSH).

The enhancement of the children's discipline, as shown by the results between cycle I and cycle II, was in harmony with the theories proposed by Lickona's Character Education and Bandura's Social Learning. Both theories postulate that holistic moral character is not formed through abstract instruction, but through consistent habituation of actions and modelling observation in the environment. This argument is reinforced by empirical findings conducted by [Supriyanto et al., \(2023\)](#) and [Sholehah et al., \(2025\)](#), which prove the effectiveness of environmental repetition in instilling real moral behavior rather than just passive cognitive understanding. Thus, the enhancement in the present study confirms that the habituation method is a fundamental pedagogical strategy to transform the understanding of religious values into a concrete daily routine for early childhood.

Furthermore, the second research problem is: **What is the positive impact of the implementation of habituation of religious and moral values in strengthening discipline in children aged 5-6 years at the Al-Khoeriyah early childhood education?** Based on the obtained data in cycles I and II, the researchers tend to answer that the implementation of the habituation method has some positive impacts on children's religious and moral values. After conducting a reflection stage in cycle II, the researchers found that there are some positive impacts of the habituation method. Those impacts cover: (1) the children can worship better, (2) the children behave honestly and politely, (3) the children maintain personal and environmental cleanliness, and (4) the children know religious values in daily life.

The positive impacts of the habituation method on children's religious and moral values are in harmony with the concept of Operant Conditioning initiated by Skinner and Ibn Miskawaih. Both perspectives postulate that spontaneous and automatic moral behavior can only be formed through environmental conditioning and habituation exercises that are carried out repeatedly. This argument is in line with empirical research carried out by [Nawi & Nordin \(2025\)](#) and [Majid \(2025\)](#), which proves that the consistency of daily routines directly stimulates moral circuits in the children's brains to form permanent religious behaviors. Thus, this significant increase confirms that the habituation method is a process of internalizing values that is empirically able to shape the moral architecture of early childhood.

The answers to the two research problems aforementioned are the results of the present study, which have a clear distinction to fill the research gap when compared to the previous three studies, such as the study conducted by [Nurhayati, Kurniasih, et al., \(2024\)](#), which is limited to analyzing the correlation between habituation method and children's discipline behavior in general. Furthermore, the study carried out by [Nursah et al., \(2024\)](#) focuses more on the identification of internal and external factors that impact the implementation of religious and moral values. Meanwhile, the study done by [Mirnawati et al., \(2020\)](#) specializes in the target of its application in the family environment, which is greatly influenced by parental parenting. As a bridge of the current research gap, the present study specifically combines the implementation of the habituation method exemplified and guided directly by teachers in schools with the active involvement of parents at home to enhance children's discipline. This combination

approach is applied to create synergy and a common understanding related to parenting and education between teachers and parents, so that the habituation of religious and moral values can run continuously and produce comprehensive outcomes.

Then, the novelty of the present study focuses on the implementation of a combination of habituation methods to enhance children's discipline attitudes, carried out together with parents. In contrast to various previous studies, the method in this study is specifically applied as an effort to create an integrated educational cooperation climate. The combined approach is designed to build a common understanding of parenting and education between parents at home and teachers at school. In addition, this study focuses on real efforts to strengthen the synergy of the implementation of habituation in the two environments so that it can run well and sustainably. This difference in collaboration patterns that consistently bridge the role of school and home is the main value of innovation in the present study.

## V. CONCLUSIONS AND SUGGESTIONS

### Conclusions

Based on the results of the research and discussion, it can be concluded that the implementation of learning religious and moral values through the habituation method in early childhood is included in the category of good. This is based on an enhancement of the score 56.5% in pre-cycle, then become 69.8% in cycle I, and become 84.8% in cycle II. This significant enhancement directly has a positive impact on four main behaviors: (1) the children can worship better, (2) the children behave honestly and politely, (3) the children maintain personal and environmental cleanliness, and (4) the children know religious values in daily life. The achievement of the present study confirms that the habituation method absolutely requires synergy and continuous collaboration between the teachers in school and the active involvement of parents at home, so that religious values can be internalized into a permanent disciplinary character.

### Suggestions

Based on the findings in this study, the researchers suggested that schools consistently build daily collaboration with parents to harmonize the understanding of parenting and education between the home and school environment. Furthermore, for teachers at the research site, it is suggested to continue enhancing their competence in internalizing learning values and always position themselves as good role models for children at school. Finally, for future researchers, it is suggested to expand the scope of research to be more comprehensive by examining contemporary variables that are relevant to the demands of the latest curriculum, such as the use of a deep learning approach to detect children's special needs, the application of learning personalization strategies, and the development of assessment through interactive game facilities.

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