

Student habituation program in elementary school: The orientation of cocurricular activities in developing characters of pancasila students

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Abstract. This study is aimed at studying the student habituation program in elementary school in developing characters of Pancasila students. Profile of Pancasila students involves worshipping God, having good attitude, implementing global unity-in-diversity, being cooperative, being independent, being critical, and being creative. In this study, a qualitative study is conducted which using observation, interview, and theoretical study in collecting data. The samples are elementary school teachers, students and parents whose schools have implemented consistent and systematic student habituation program in integrating the values of Pancasila. The results of this study show that it is found that the habituation program was implemented in some activities, such as ceremony, religious activities, cleaning environment, communal work, creating products, discussion, shaking hands, greeting, and smiling. Through the holistic and integrated habituation program, students can understand, internalize, and apply the values of Pancasila in their daily life. However, it is necessary for stakeholders to provide suggestions for the development of curriculum and habituation program. Moreover, the program can be considered as the main reference for policy makers and practitioners to strengthen the values of Pancasila characters in Indonesia.

1 Introduction

Education is the basis for developing the character of human resources in Indonesia. In the modern era which continues to develop, character values need to be strengthened so that they are not eroded by negative influences in society. Character education programs in schools are the main focus to answer all these challenges. In the context of formal education in elementary schools, the formation of student character is an essential stage because students' initial thought patterns and behavior are formed at this stage. One important aspect in character formation is the habituation of behavior that reflects the values of Pancasila as the main basis for the life of the Indonesian nation [1].

In an effort to realize the character of Pancasila students, habituation activity programs in elementary schools play a very important role in supporting learning activities [2, 3]. This habituation program is designed to integrate Pancasila values into co-curricular activities so that they form a strong foundation from an early age. Through the orientation of co-curricular activities that emphasize Pancasila values, each student is expected to grow and develop as an individual who has social sensitivity, high integrity and a strong national spirit. In this way, students will become agents of change who have a strong commitment to positive behavior in accordance with Pancasila values.

Character education in elementary schools is an important aspect in preparing the younger generation to

face the challenges of the 21st century. In the era of globalization and technological progress, the formation of a strong and sturdy character is the main key to the development of individuals who have integrity, are responsible, and quickly adapt to various life situations [4–6]. The student habituation program in elementary schools is a strategic effort to develop student character and it requires serious attention from various related parties [7]. However, even though the importance of character formation has been widely recognized, the implementation of student habituation programs in elementary schools still faces a number of serious problems, such as school inconsistencies during the implementation of student habituation in learning and outside of learning [8]. These challenges can hinder progress in the effectiveness of habituation programs and reduce their positive impact on student character development [9–11]. Therefore, a deep understanding of the problems related to the implementation of habituation programs is important to improve the quality of character education in elementary schools.

There are various studies on the character of students in elementary schools which have been carried out by various researchers including; Implementation of the Character Values of Elementary School Students through Extracurricular Activities carried out by Riyanto, A. (2015) where this study discussed the implementation of extracurricular activities as a means of forming and strengthening the character of elementary school students. The results of this study indicated that

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extracurricular activities, such as scouting, are effective in developing the character of discipline, hard work, independence and nationalism. Apart from that, another study entitled *The Influence of the Family and School Environment on the Character Formation of Elementary School Students* conducted by Wulandari, S. and Handayani, D. (2020) examined the influence of the family and school environment on the character formation of students in elementary schools. The results of this study found that external factors in the family environment greatly influenced students' behavior in everyday life. Another study entitled *Implementation of the Project for Strengthening the Pancasila Student Profile as an Effort to Strengthen the Character of Students* conducted by Ulandari, S. and Rapinta, D.D (2023) examined the implementation of P5 activities (Project for Strengthening the Pancasila Student Profile) in developing student character through project activities. The results of the study indicated that P5 activities were effective in developing student character.

Although many previous studies showed progressive results in the development of student character in elementary schools, several aspects did not reach the substance of the program of activities planned and carried out consistently by school management through the co-curricular curriculum, especially in the participation of students, teachers, principals, school and community. Apart from that, previous study emphasized variables related to the learning process in the classroom, so that student activities outside of classroom learning hours did not receive attention even though this is also very important in developing the character of Pancasila students.

In the present study, the researchers took a different perspective from school management in developing student character, especially in accordance with Pancasila values. This study was different from other studies that had been conducted previously in which it examines the implementation of school co-curricular curriculum in developing students' character values. Apart from that, this study emphasized habituation activities that were programmed by schools in a structured, systematic manner and were not included in extracurricular activities but rather co-curricular activities outside school learning hours.

2 Method

This study applied a qualitative approach using observation, interview and literature review techniques. The literature review was carried out by collecting, reviewing and summarizing data according to the literature relevant to this study [12]. It aimed to make it easier for researchers to find an overview of the conditions of various activities, phenomena and facts that took place in the habituation program carried out by students. The researchers also conducted literature studies originating from credible sources such as relevant journal articles and books. Moreover, the researcher made observations and comparisons on various literature and observation results to obtain the required data and information of a theoretical and practical nature.

The samples of the study involved students, teachers and principals in elementary schools that had a consistent and systematic student habituation program in integrating Pancasila values. This study was conducted at SDN Buddagan 2, Pamekasan Regency, Madura, Indonesian.

3 Results and discussion

The Pancasila student profile is a program in the independent curriculum as an effort to improve the quality of education through character education which is implemented in schools through curricular, co-curricular and extracurricular learning and school culture [7, 13]. The student habituation program is a strategy that has been introduced to develop positive values and desired behavior in students from an early age [14]. This literature review explored the effectiveness of student familiarization programs in elementary schools and their impact on holistic student development. Habit is something that is deliberately performed repeatedly so that something becomes a habit to form a certain behavior [15, 16]. In relation to co-curricular programs in schools, habituation is a way to get students used to thinking, behaving and acting in accordance with the guidelines that apply outside of learning hours or with a separate curriculum [17, 18].

Study by Nurkholisah et al. (2022) found that to overcome character problems, schools, parents and the community need to work together to plan habituation activities to be implemented in elementary schools. The researchers highlighted that effective habituation programs could help students understand ethical, social and moral values that are important for developing good attitudes in daily interactions. By adopting appropriate strategies, students could internalize positive behavior that has a positive impact on the school environment and society [19].

This student habituation curriculum is a set of plans and arrangements prepared by the school principal, teachers and stakeholders which are then used as a guideline for implementing student habituation activities in elementary schools, especially at SDN Buddagan 2, Pamekasan Regency. The stakeholders involved in preparing the habituation curriculum are practitioners, committees, student parents and the community. This habituation curriculum is included in the co-curricular program which refers to activities outside the main curriculum in elementary schools [20]. This program is designed to complement and support main learning by giving students the opportunity to develop positive behavior in accordance with the Pancasila student character values. This program can also help students develop social skills, leadership, teamwork, and responsibility [21]. Thus, co-curricular programs can be an important component in a holistic education, helping students to grow and develop holistically. The following is an overview of the habituation program prepared by the school to realize the Pancasila student character.

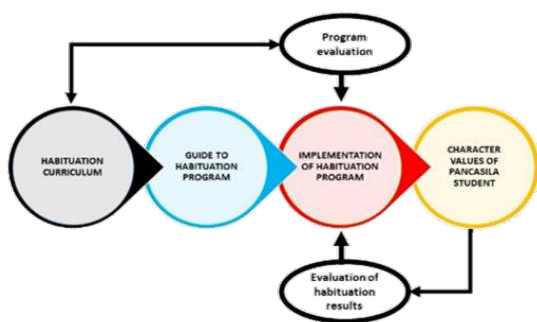


Fig. 1. Flow of implementation of student habituation in elementary schools.

The implementation flow of the habituation curriculum consists of:

1. Preparation of a systematic curriculum which was the basis for determining the habituation program. The habituation curriculum was prepared based on the results of literature studies and the results of in-depth discussions between stakeholders by setting goals to be achieved to realize the character of Pancasila student.
2. The habituation program guide was prepared based on the established co-curricular curriculum. The habituation guide that has been prepared was implemented with students consistently and repeatedly every day at school with teacher monitoring and assistance.
3. Implementation of this habituation program was carried out consistently every day outside of classroom learning hours. This implementation required the commitment and support of all school members to achieve the set goals.
4. Achievement of the goal of realizing the Pancasila student character. Through consistent implementation of the habituation program, the objectives of the program would be achieved optimally.
5. Program evaluations and habituation evaluations were carried out on an ongoing basis to determine the level of program achievement and become the basis for follow-up actions to improve the program.

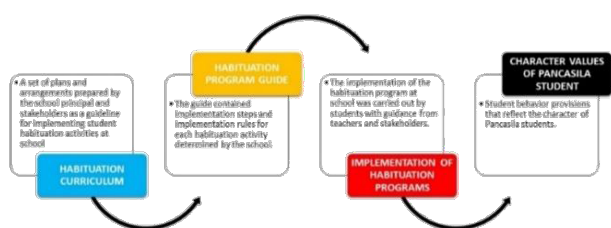


Fig. 2. Steps to implement the habituation program.

The explanation in the above table shows that the selection of character dimensions for Pancasila student that are developed in students consists of the dimensions of faith, devotion to God Almighty and noble character, mutual cooperation, independence, and global unity-in-diversity [22, 23]. This dimension results from a habituation program carried out by students consistently every day with teacher monitoring and assistance.

There were four habituation programs in the habituation curriculum at SDN Buddagan 2 Pamekasan

Regency: 1) Getting used to smiling, greeting, saying salam, and shaking hands before entering class. This habit emphasized the daily behavior of students who were always friendly to all school members, greet each other when they meet friends and teachers, and consistently shake hands with friends and teachers to strengthen ties of brotherhood. It developed dimensions of habituation goals: global unity-in-diversity and noble character; 2) Getting into the habit of classroom and school environment cleanup together before the class began. This habit emphasized student behavior in maintaining the cleanliness of the classroom and outside the classroom environment to create a comfortable atmosphere for learning. Students consistently and cooperatively help each other sweep and dispose of rubbish out of the classroom and classroom environment. It developed the objective dimensions of habituation: working together and being independent; 3) Getting into the habit of reading prayers and short letters together before entering class. This habituation emphasized students' religious behavior that was carried out consistently and simultaneously before the learning began. It developed the objective dimensions of habituation: having faith, being devoted to God Almighty and having noble character; 4) Getting used to performing dluha prayers together before entering class. This habit emphasized students' religious behavior together and consistently. It developed the objective dimensions of habituation: having faith, being devoted to God Almighty and having noble character.

Table 1. Habituation program at SDN Buddagan 2 Pamekasan Regency.

No	Habituation Program	Objective Dimension	Time
1	Smiling, greeting, saying salam and shaking hands before entering class.	Global unity-in-diversity and noble character	6.30 am
2	Classroom and school environment cleanup together before starting learning activities	Mutual cooperation and independence	6.30 - 6.45 am
3	Read prayers and short letters together before entering class	Have faith and devotion to God Almighty and have noble character	6.45 - 7.00 am
4	Performing dluha prayer together before entering class	Have faith and devotion to God Almighty and have noble character	7.00 - 7.30 am

Regarding the habituation program at school, the principal stated:

"This habituation program is carried out based on a habituation curriculum that had been prepared together with stakeholders. "This curriculum has been implemented since June 2023. The aim is to develop the character of Pancasila students."

Meanwhile, the information conveyed by several teachers was as follows:

"This habituation program is carried out before the class begins. The habituation is carried out consistently

every day under the teacher guidance. This program is great for developing student character.” (P1)

"Students consistently carry out the programmed habits, starting from smiling, greetings and saying salam; cleaning up the environment; reading prayers and short letters; and performing dhuha prayer." (P2)

"This consist habit has a positive impact on students, such as religious behavior, independence, mutual respect and mutual cooperation. This is consistently visible at all times at school." (P3)

Based on some teachers and principals who provided information during research at SDN Buddagan 2, Pamekasan Regency, we concluded that the implementation of the habituation program had been carried out for six months starting from June 2023 consistently and continuously. This habituation program was carried out by all students before starting learning in class. The consistent implementation of the habituation program every day had a positive impact on students, especially to build the character profile of Pancasila students. In line with the information from the school principal and several teachers, the parents of the students (O1, O2, O3) also provided information that while at home and in the community the students showed religious, polite behavior, diligently helped their parents, and diligently cleaned their home environment. The positive impact on the character of Pancasila students was obtained from the habit of smiling, greeting and shaking hands when entering class; performing prayers and reciting short letters together before entering class; cleaning the classroom and school environment together before starting the learning activity; performing dhuha prayer together before entering class. Through the habits that students did every day, students indirectly carried out these habits so that good behavior that reflects the character of Pancasila students can be formed.

In line with the results of interviews conducted with school principals and teachers, the results of interviews with students who were the targets of the school's habituation program found that students (S1) "I am very enthusiastic about the habituation activities carried out every day at school. Activities such as smiling, greeting, saying salam and shaking hands; reading prayer and reciting short letters; cleaning up the classroom environment; performing dluha prayers consistently before learning begins.” Apart from that, other respondents consisting of S1, S2, S3, and S4 students stated that they did not experience any problems in implementing the habituation program because the teacher always guided all these activities.

Habituation activities were carried out for all students from grade one to grade six at SDN Buddagan 2 Pamekasan Regency. Based on the results of interviews with school principals, teachers and students, it was concluded that the school is always committed to efforts to develop the character of Pancasila students. Habituation program activities were carried out sustainably and effectively to develop the character of Pancasila students. This data was strengthened by the results of observations made during the study on students at SDN Buddagan 2 Pamekasan Regency which clearly showed that the habituation method at school could direct students to positive behavior by always prioritizing the

character values of Pancasila student in daily life at school and at home. This was reinforced by the results of interviews with student parents who provide information that the habituation program that students carry out consistently every day at school had a positive impact on student behavior at home and in the community. The character values of Pancasila student that were formed through habituation were also carried out by students in everyday life. Apart from that, the parents added that the habituation program at school really helped parents in educating their children in terms of character education.



Fig. 3. The habit of smiling, greeting, saying salam and shaking hands before entering class.



Fig. 4. The habit of praying together and reciting short letters.



Fig. 5. Habit of cleaning the environment and class.



Fig. 6. Habit of performing dluha prayer in congregation.

Based on the description of the data above, it could be concluded that the implementation of the student habituation program at SDN Buddagan 2 Pamekasan Regency had been running very well and consistently every day, so that it formed behavior that reflected the character of Pancasila students such as global unity-in-diversity and noble character, cooperative and being independent. The school consistently implemented education with full responsibility and continued to collaborate with parents so that they provide control to students at school and at home [24]. No matter how good a school program is at shaping student behavior, it would never achieve its goals without cooperation between schools, parents and the community [25, 26].

We need to understand that the role of the school principal is not only to make policies to implement habituation programs effectively, but also to encourage teachers to consistently provide assistance and provide role models to students at school so that it becomes acculturation at school. During the implementation of the school program, there were no significant obstacles. All activities could run smoothly and were consistently carried out every day. Human resource factors, infrastructure and support from all stakeholders for the achievement of the habituation program also supported the school's success in realizing student behavior that was in accordance with the character values of Pancasila student. Moreover, the co-curricular curriculum arrangement was very adequate and easy for students to implement at school.

4 Conclusion

The implementation of the habituation program of co-curricular curriculum at SDN Buddagan 2 Pamekasan Regency was considered as effective in realizing the character values of Pancasila students. This was proven by the positive behavior of students which reflected the character of Pancasila students, where this behavior not only appeared in the school environment, but was also carried out by students at home and in the community. The results of student behavior that arose from this habituation program were already visible and entrenched. The behaviors shown by students were religious behavior, moral, respect for each other, independence, cooperation with each other, a sense of love for environmental cleanliness. The implementation of this habituation program had become a school culture that was carried out on an ongoing basis by involving stakeholders and collaborating with parents to provide direct control to students at home.

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