

**THE INFLUENCE OF POSITIVE HABITS IN
STUDENT CHARACTER FORMATION****Yopi Nisa Febrianti^{1*}, Marcella Anggraeni²**^{1,2}Swadaya Gunung Jati University, Cirebon*Corresponding author: taniabekker@yahoo.com**Abstract**

This study aims to examine the influence of positive habituation on character formation among students at SMAN 5 Kota Cirebon. Character formation is an important aspect in the world of education, especially at the Senior High School level, where students are in a developmental phase that is vulnerable to external influences. This research uses a descriptive qualitative approach with data collection techniques through observation and informal interviews. The research results show that the school has implemented various forms of positive habituation such as the 5S culture (Smile, Greet, Salute, Polite, Courteous), prayers before lessons, discipline in dressing, flag ceremonies, and active involvement in extracurricular activities. The conclusion is that habituation greatly contributes to instilling character values such as discipline, responsibility, honesty, and empathy. Although this program generally runs well, there are aspects that need improvement, namely environmental cleanliness and understanding of the school's vision and mission. Thus, the positive habits integrated into school activities have proven effective in shaping students' character comprehensively and sustainably.

Keywords: Positive Habituation, Student Character Formation**INTRODUCTION**

Character is one of the words taken from the Latin "character" which means manners, morals, personality or behavior. The personality of all mankind is now considered a generalizable trait, with many different characteristics depending on various factors throughout its existence. Personality refers to the psychological, moral, or behavioral characteristics of a person or group of people. Personality is a set of values that regulate how a person lives where they live. The way a person behaves is how they treat themselves, the environment, the nation or their God which is related to religious norms, laws, and customs (Yudabangsa, 2020).

Morals and manners are the scope of morality that is equated with character, so that the character of the nation is identical to the morality of the nation. Education is a process that is carried out by someone in learning habits, knowledge and skills, which makes the process a legacy from the previous generation to the next generation (Adu, 2014; Huda & Rohmiyati, 2019). This is different from personality, which refers to a series of characteristics, traits and personal qualities that give rise to beliefs and habits in living life (Kaimuddin, 2014). Character education is an example of education that does not only

focus on the existing cognitive aspects, but character education focuses on broader issues, namely on the process of developing and fostering the abilities of students, after which it continues to the planting and growth of noble morals and positive traits (Arif & Wajdi, 2023).

Character education allows individuals to develop their character, temperament, manners and personality. Character education is an effort to form a person's personality through moral education that has an impact on a person's actions such as good behavior, honesty, respect for others, hard work and so on (Thomas Lickona, 1991 in Triyani et al., 2020). The process occurs through teaching noble values and morals embedded in a person's thoughts and actions which are integrated into everyday life so that the character develops into a habit or habit. Growing and forming character is not just about understanding and changing a person's mindset and perspective on the good and bad of something, but this understanding is done by carrying out habits, training, role models by developing these good values into daily life which are carried out continuously (Mualif, 2022; Religious & Al, 2024).

Character building is one of the main objectives of Indonesian national education as stated in Law Number 20 of 2003 concerning the National Education System. Especially at the Senior High School (SMA) level, character education is very important because at this stage students are in the adolescent development stage which is vulnerable to various external influences. Character education at the Senior High School (SMA) level plays an important role in forming a young generation that not only excels in academic aspects, but also has good morals and behavior. Therefore, there needs to be a concrete strategy that can foster and strengthen positive character in students, one of which is through positive habits.

Habits in the form of extracurricular activities and religious activities at school contribute to forming independent and religious characters in high school students. This means that habits are not just routines, but part of a continuous process of internalizing values (Prasetyo & Anisa, 2023; Charismatics & Yusuf, 2024).

Positive habits in the school environment can strengthen students' character, such as religiosity, discipline, responsibility, and empathy (Lubis et al., 2024; Aisyah & Anshori, 2023 in Risk Aprida et al., 2022). This is in line with research that shows that the habit of routinely reciting the Al-Quran can improve the quality of students' character, including discipline, responsibility, honesty, and empathy (Ariani, 2024; Mahmudah, 2022). Other studies also reveal that the method of habituation and parental role models at home have a significant influence on the character of students' learning discipline when an activity is carried out regularly, because this habituation will become a habit for the person who does it, until later it will give rise to a sense of addiction in him and in time it will become a tradition that is very difficult to abandon (Adolph, 2016; Kurniawati, 2022). This is in line with the principle of education that emphasizes the balance between cognitive, affective and psychomotor development, while also providing space for the development of spirituality as part of moral integrity.

Through positive habits that are planned and integrated into school activities, students' characters can be formed naturally and sustainably. Therefore, this article aims to further examine the influence of positive habits on the formation of students' characters at SMAN 5 Kota Cirebon.

METHOD

This study uses a descriptive qualitative approach, which is a method that aims to describe and explain directly how positive habits are applied at SMAN 5 Kota Cirebon and how it

affects the formation of student character. The study was conducted directly in the school environment through observation activities.

Observations were conducted for several days during school activities, especially during ceremonies, religious activities, cleaning activities, and interactions between teachers and students inside and outside the classroom. Researchers recorded all activities related to positive habits, such as greeting habits, queuing culture, community service, and routine activities aimed at instilling character values such as discipline, responsibility, and cooperation.

The research data sources consist of primary data and secondary data. Primary data were obtained from direct observation of the implementation of character building activities. In addition to observation, researchers also conducted simple interviews with informants who had a role in implementing the program to find out their views on the benefits and changes felt from the building activities. Interviews were conducted in a relaxed and informal manner so that informants felt comfortable in answering.

Meanwhile, secondary data was obtained from school documentation, scientific literature, and other supporting references such as books, journals, and activity reports that are relevant to the research problem.

In this study, data analysis was conducted using the interactive approach of Miles and Huberman, including three important stages: data reduction, data presentation (in the form of percentages), and drawing conclusions (as well as verification).

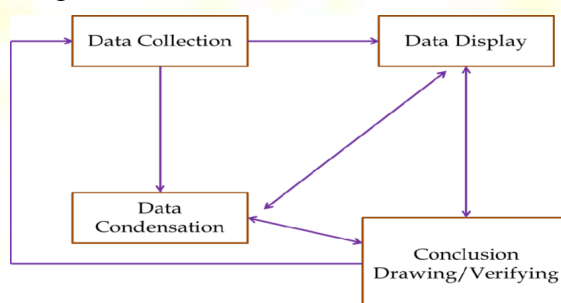


Figure 1. Data Analysis

Initially, the researcher selected data obtained from observations and documents related to positive habituation activities at school, such as the implementation of flag ceremonies, the implementation of the 5S culture, joint prayer activities, and participation in other school activities. Data that were not related to the formation of the character being studied were ignored, while data that showed the process of internalizing values such as responsibility, discipline, and caring were stored for further analysis. Furthermore, the data were presented in a structured format so that the relationship between elements became clearer. This method helped researchers identify patterns that emerged from the results of observations. In the final stage, researchers drew conclusions based on the results of observations and documentation that were carried out continuously and consistently. The validity of the data was ensured by comparing various sources of information that had been collected (Rahman, 2016).

RESULTS AND DISCUSSIONS

1. Positive Habits

Positive habituation is a process of forming good behavior and attitudes that are done repeatedly and consistently so that they become habits that are inherent in the individual. In the context of education, positive habituation is not only about teaching rules, but also

building student character through strengthening attitudes and moral values such as discipline, responsibility, honesty, and social concern.

This habituation process involves repeating the desired behavior systematically and continuously, with the support of a conducive environment, including the role of teachers, peers, and parents. In this way, positive behavior is not just a momentary action, but becomes part of the student's lifestyle and personality. The role of schools in implementing character education is very important, because it will help prevent unexpected situations related to students' moral behavior (Pratama et al., 2022; Rina Amelia, Slamet Triyadi, 2023).

Positive habituation functions as an effective character building strategy, because positive reinforcement through praise, awards, and recognition encourages students to repeat good behavior consistently. With habituation, students will carry out an activity continuously so that a habit arises where this habit can change the attitudes and behavior of students (Wisdom, 2022). This is in line with the theory of behaviorism which states that behavior that is reinforced tends to persist and be repeated.

Daily habits such as greeting, maintaining cleanliness, and being orderly in ceremonies are part of implementing character values through an effective behaviorist approach (Gantini & Fauziati, 2021). The activity is an effort to strengthen character through repeated and meaningful direct experiences.

At the high school level, positive habits not only target moral aspects but also build leadership character, learning ethics, and students' social maturity. Instilling habits can also be integrated into the curriculum through a thematic approach, character literacy, and integration of values in each subject. This is in line with the Pancasila Student Profile policy initiated by the Ministry of Education, Culture, Research and Technology.

The results of the observation show that SMAN 5 Kota Cirebon has implemented various forms of positive habits that are consistent and comprehensive in the school's daily activities. The forms of habits include: (a) 5S Culture (Smile, Greet, Greeting, Polite, Courteous), this culture is seen to be carried out not only by students, but also teachers, staff, and other education personnel. This contributes greatly to creating a friendly and respectful atmosphere at school; (b) Initial conditioning of learning with prayer, students are accustomed to reading prayers before learning begins, which fosters religious values and spiritual awareness; (c) Weekly flag ceremonies and national ceremonies. The ceremony is held every Monday and during national holidays. This activity instills the values of nationalism, discipline, and responsibility; (d) Implementation of rules and use of uniforms, students consistently comply with regulations regarding uniforms. This shows compliance with the rules and good habits of order; (e) Clean and quiet environment. Although there are shortcomings in cleaning facilities such as trash cans, in general the school atmosphere supports the creation of disciplined and responsible characters for students; and (f) Efficient use of time. A structured activity schedule, as well as an invitation to perform congregational prayers, reflects character education through productive time (Mudjib, 2022 in Culture et al., 2023)

These results are supported by research findings which state that positive habits carried out continuously can strengthen students' religious character, discipline, responsibility and empathy (Nasution et al., 2024; Aisyah & Anshori, 2023 in Risk Aprida et al., 2022).

Positive habits in high school emphasize the formation of character and mature attitudes of students through consistent good habits in the high school environment. The focus includes the development of personal responsibility, discipline, cooperation, and social skills that support students' preparation for facing the world of college and the wider

community (Ojs- & Journal, 2025). This habituation is done through school routines, extracurricular activities, and positive social interactions.

2. Character Building

Character building is a systematic and ongoing process in developing positive moral values, attitudes, and behaviors in individuals so that they become part of their daily personality and lifestyle. In the context of education, character building aims to create a generation that has integrity, responsibility, discipline, empathy, and good social and emotional abilities (Kultum et al., nd).

This process involves interaction between value learning, a conducive school environment, role models from teachers and parents, and consistent positive behavioral habits. Character formation does not only focus on teaching theory, but more on real practices that foster students' awareness and commitment to noble values (Futra et al., 2023; Siregar, 2024).

Character building at SMAN 5 Kota Cirebon is instilled through various aspects such as school culture, ceremonial activities, school vision and mission, and student involvement in extracurricular activities. The practice of 5S culture (Smile, Greet, Greeting, Polite, Courteous), initial conditioning of learning with prayer, and uniform order are concrete forms of habituation of the values of discipline, responsibility, and religiosity (Cindy Ineke Ferdianti & Prastowo, 2021; Sari et al., 2023). In addition, the school's vision and mission emphasize religiosity, independence, and academic excellence, which are integrated into learning activities and student character. Routine ceremonial activities such as flag ceremonies and national holiday commemorations also strengthen national values and student discipline (Ali. AM, 2021; Novita Ernaningsih, 2016).

From the observation results revealed that in SMAN 5 of Cirebon city, most of the character development indicators have been implemented effectively and consistently. Certain important elements observed include the practice of 5S culture (smile, greeting, salute, politeness, politeness) made simultaneously by each member of the school, the implementation of prayer before educational activities as a way to strengthen religious values and compliance with the dress code, demonstrating orderly behavior and respecting school rules.

In addition, students' active involvement in ceremonial events, such as flag-raising and national holiday celebrations, contributes to the instilling of a sense of responsibility, nationalism, and discipline. Involvement in extracurricular activities also provides opportunities to develop character through collaboration, leadership, and social responsibility (Anissa Valenia Samputri et al., 2022). An orderly learning process, as well as productive use of time, shows the internalization of character values that occur not only in certain actions, but also in daily tasks that become routine for students. All of these factors reflect that the school has been able to integrate character values into the educational ecosystem in a comprehensive and sustainable way, with a planned, measurable and constant approach.

Meanwhile, observations also revealed two aspects that did not reach the ideal level of implementation, namely cleaning the school environment and understanding the institution's views and missions. Cleaning the environment does not fully reflect the habit of students' shared responsibility in relation to the place of study, which, in the context of character, shows discipline and concern for the environment. This condition indicates the need for more strategic and focused interventions through habitual programs that are not only informative but also applicable, so that these values can be instilled through real and significant experiences.

3. The Influence of Positive Habits

Effective character formation is carried out through various strategies, including positive habits, contextual learning, and strengthening character values in every aspect of school activities (Cholifah, 2021; Priastuti et al., 2023). Character building instills habits about good things so that students understand what is right and wrong. This approach allows students to experience internalization of values comprehensively and continuously.

Positive habits have a significant influence in the process of character building of students. Through activities carried out consistently, positive behaviors such as discipline, honesty, responsibility, and respect can be formed naturally in students.

Positive habits carried out at school, for example through the habit of greeting, smiling and saying hello (3S), morning literacy activities and congregational prayer, contribute greatly to instilling character values in students (Fadhilah et al., 2024). With habituation, moral values are not only taught cognitively, but also practiced in real and repeated ways, so that they are more easily internalized by students.

Other studies also state that the habit of discipline such as arriving on time, wearing a uniform according to the rules, and participating in daily school activities regularly can increase students' sense of responsibility and discipline. Discipline also has an effect on students' academic achievement, because the better the students' discipline, the better the academic achievement achieved by the students (Fatimah & Fauzan K, 2024). This has a positive impact on learning attitudes, compliance with rules, and social interactions at school.

Furthermore, other research confirms that the success of character formation does not only depend on teaching materials, but is very dependent on an environment that consistently fosters positive behavior, both from teachers, fellow students, and the school culture in general (Prayoga, 2024; Rina Amelia, Slamet Triyadi, 2023).

Based on observations at SMAN 5 Kota Cirebon, the habituation of good behavior is seen in various activities that integrate character values into students' daily routines. The implementation of the 5S culture (Smile, Greet, Greeting, Polite, Courteous) encourages the emergence of an attitude of mutual respect and ethics in interacting. The activity of praying together before lessons also strengthens faith and spiritual awareness, while the implementation of dress codes and participation in flag ceremonies build discipline and a sense of responsibility as part of the school community.

Extracurricular activities provide opportunities to hone leadership skills, teamwork, social responsibility, and effective communication. The habit of efficient time management helps in the development of independent character and the ability to set priorities. All these practices play an important role in instilling values such as discipline, responsibility, empathy, and respect for others. Habits that are carried out consistently create a good learning atmosphere and form positive behaviors that are internalized in students.

However, there are two elements that still need to be improved, namely the cleanliness of the school environment and students' understanding of the institution's vision and mission. Low awareness of cleanliness indicates a weak internalization of a sense of shared responsibility, while the school's vision and mission are not fully understood by students as guidelines for behavior and learning goals. Therefore, planning a habituation strategy for these two elements needs to be done in a more structured and applicable manner.

By strengthening all elements of habituation in a balanced manner, student character development will be more effective, comprehensive, and sustainable. Positive habits that are carried out regularly, planned, and supported by all elements of the school will be the basis for forming a generation that is not only academically superior, but also mature in moral, social, and spiritual aspects.

Positive habits that are carried out in a planned, systematic manner, and supported by all elements of the school will produce graduates who are not only academically intelligent, but also morally, socially, and spiritually mature. Character formation through effective habits is a long-term investment that will produce a young generation with integrity, resilience, and is ready to make a positive contribution to society. Thus, positive habits play an important role in shaping students' character, and need to be continuously improved to cover all aspects evenly.

CONCLUSION

Positive habits have a significant influence in character building of students at SMAN 5 Kota Cirebon. Through activities carried out consistently such as the 5S culture (Smile, Greet, Greeting, Polite, Courteous), reading prayers before studying, implementing flag ceremonies, discipline in wearing uniforms, and involvement in extracurricular activities, the school has succeeded in instilling character values such as responsibility, discipline, honesty, empathy, and cooperation. These habits make these positive values the students' daily habits which then shape their personalities. However, research also shows that there are still aspects that need to be improved, such as the cleanliness of the school environment and the socialization of the school's vision and mission so that they are better known and internalized by the entire school community. Overall, positive habits integrated into school activities have proven to be an effective strategy in supporting the formation of students' character comprehensively and sustainably.

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