

## The Impact of Implementing the Seven Good Habits Movement for Great Indonesian Children on Character Building in Students

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*Article received: September 2025, Revision: September 2025, Approval: November 2025*

**DOI: 10.17977/um025v10i12025p104**

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**Abstract:** Character education has become a national priority due to increasing social challenges and digital distractions that affect students' discipline and sense of responsibility. Efforts to foster character have essentially been implemented through various initiatives such as morning routines, religious activities, mentoring, and counseling. However, the effectiveness of these programs has not yet yielded consistent and uniform results across all schools. Additionally, the "Seven Habits of Great Indonesian Children" program has been widely implemented; however, the findings obtained have been analyzed separately and have not yet been explained in an integrated manner. This study aims to identify and compare implementation strategies for the "Seven Habits of Great Indonesian Children" program, analyze the program's impact, and evaluate the influencing factors. This study employs a Systematic Literature Review using an integrative review approach to analyze five articles from 2025 related to implementation strategies, character impacts, as well as supporting and inhibiting factors of the "Seven Habits of Great Indonesian Children" program. An integrative review was chosen because it can systematically and structurally synthesize various empirical research findings from different contexts and designs. Through thematic synthesis, it was found that the implementation of the seven habits is carried out through various approaches such as morning routines, pesantren culture, reflective journaling, and supercamp activities. This program consistently improves students' discipline, responsibility, independence, and self-awareness. Success is greatly influenced by parental involvement, teachers' role modeling, and school culture, while the main obstacles include inconsistency at home, excessive use of electronic devices, and peer influence. Further research could expand the implementation of the Seven Habits of Great Indonesian Children in other educational contexts. Strong collaboration between schools and parents can also be strengthened to maximize outcomes. Schools should also foster exemplary culture and character to provide direct learning experiences for students.

**Keywords:** Seven habits of great Indonesian children, character education, discipline, habit formation, integrative review, systematic literature review

One of the strategic agendas of national education policy is character education. This is because the social, cultural, and technological challenges in the current education system are increasingly complex (Petrychenko et al., 2023). The decline in direct social interaction and the increase in the use of communication technology have an impact on student motivation and discipline (Hadijah et al., 2024). This raises concerns that good character will not be formed if moral values are not integrated into learning (Gamage et al., 2021). Surveys in education show that there are ongoing problems and issues regarding discipline, low student responsibility, and parental involvement in their children's education

(Zurriyati & Mudjiran, 2021). Therefore, a learning approach that is able to implement and internalize character values through daily activities is needed.

Efforts to improve character have basically been carried out through various schemes. Character Education Strengthening (PPK) and school-based programs such as morning routines, religious activities, mentoring, and counseling are examples of activities that have been carried out (Hariyanti & Sundawa, 2023; Rachmat et al., 2024). In addition, international character education models such as the habits formation and social-emotional learning approaches have also been implemented (Putri Maharani Dwi Rarasati et al., 2025). However, the effectiveness of these programs has not yielded consistent and uniform results in all schools. This is due to various challenges such as inconsistency in implementation and a lack of synergy between habits formed at home and at school. The limited number of teachers in schools also means that habit formation cannot be managed optimally and sustainably (Aluf et al., 2025). As a result, various character education programs cannot be implemented properly, which ultimately has an impact on the inappropriate character development of students (Aningsih et al., 2022).

In recent years, various schools have developed character education programs commonly referred to as “Seven Habits of Great Indonesian Children.” This activity adapts character values into seven positive habits (Peruminingsih & Hambali, 2025). The program is designed to be easily understood by students of various levels and can be integrated into student activities in the family, school, and community environments (Suprpti et al., 2025). Several studies have implemented and analyzed the impact of this program in various educational contexts and reported interesting results. The Seven Habits of Great Indonesian Children approach has been proven to improve student discipline and responsibility (Suprpti et al., 2025). In addition, this program can also improve students' self-control and positive behavior in their daily lives. However, these studies are still separate and focus on the micro context. Therefore, the research results do not yet provide a comprehensive picture of the implementation patterns, effectiveness, and factors that influence success.

This condition has created a research gap in the form of a lack of comprehensive reviews that summarize research findings related to the implementation of the Seven Habits of Great Indonesian Children in various contexts. This is supported by the current lack of a systematic synthesis analysis to explain the patterns of implementation strategies, consistent character change, and structural and cultural challenges that affect the success of the program. Therefore, the researchers intend to conduct a Systematic Literature Review (SLR) with an integrative review approach to synthesize the five latest empirical studies on the implementation of the Seven Habits of Great Indonesian Children.

This approach will combine findings from various research methods and contexts to provide a systematic thematic overview of implementation strategies, character-building impacts, and influencing factors. This SLR synthesis can provide new insights and perspectives for the development of adaptive and evidence-based student character. Thus, this study has three main objectives, namely (1) to identify and compare the implementation strategies of the Seven Habits of Great Indonesian Children in various educational settings; (2) to analyze the impact of the program on character building, discipline, and self-

regulation of students; and (3) to evaluate the factors that support and hinder the successful implementation of the program.

## **METHOD**

This study is a Systematic Literature Review (SLR) using an integrative review model. This method allows researchers to systematically synthesize various empirical research findings from different contexts and designs (Cronin & George, 2023; Dhollande et al., 2021). This model was chosen for its greater flexibility in integrating diverse findings from various types of research and research methods in accordance with the topic under study (Cronin & George, 2023). The topic addressed in this study is the effort to apply the Seven Habits of Great Indonesian Children to the character development of students. The integrative review approach was used to explore patterns, themes, and conceptual trends emerging from the implementation of the Seven Habits of Great Indonesian Children across various school settings.

The research data was obtained from nationally published scientific articles. The articles analyzed were published in 2025. Therefore, the research findings described are indeed the latest research results and findings. The number of articles analyzed was five articles that met the criteria for the analysis to be conducted. The articles were selected because all five had a similar focus, namely the implementation of the Seven Habits of Great Indonesian Children in shaping the character of students. Although the articles did not come from a specific database, the selection process still followed a systematic review process through identification, examination of study characteristics, and analysis of topic suitability.

Several criteria were applied in selecting articles, commonly referred to as inclusion criteria. Inclusion criteria are used to ensure that the articles analyzed are relevant and consistent in terms of data so that the data obtained is valid and reliable. The inclusion criteria used include (1) focusing on the implementation of the Seven Habits of Great Indonesian Children; (2) conducted in an educational context; (3) containing empirical research data; and (4) published in 2025. In addition to inclusion criteria, exclusion criteria were also used in the research, which included articles that were conceptual in nature without field data, did not apply the Seven Habits of Great Indonesian Children, and publications that did not provide a description of the methods and findings.

The article data was then analyzed using a thematic synthesis approach. This was used to identify patterns and trends in the findings between articles. The analysis process was carried out in three stages. First, open coding was performed on all research findings to identify important aspects related to the implementation of the 7 Habits. Second, the coded results were grouped into broader categories through axial coding. Third, these categories were synthesized into three main themes, namely: (1) strategies for implementing the Seven Habits in various educational contexts; (2) the impact of the program on character building; and (3) factors supporting and hindering implementation. These three themes then formed the basis for the results and discussion section.

The process of maintaining data validity was carried out through source triangulation by comparing findings between articles to see pattern consistency. The second method was carried out through thematic

cross-checking to ensure that the themes that emerged truly represented the entire content of the articles. Another method was also carried out by searching for supporting literature to verify whether the synthesis findings were in line with character theories and previous research findings. Thus, the SLR synthesis results can provide a real picture within a broader scientific framework.

## RESULT AND DISCUSSION

### RESULT

The initial data presentation was carried out by describing the general overview of the study, including the methods, research themes, and general findings. This is presented in full in Table 1.

**Table 1.** Overview of the research article

<b>Authors</b>	<b>Method</b>	<b>Theme</b>	<b>Findings</b>
(Zuliana & Sumanto, 2025)	Qualitative, phenomenology	Implementation of Seven Habits of Great Indonesian Children to build discipline in early childhood	An integrated and effective program to build morale and gain strong parental support. Obstacles arise due to inconsistent habits at home.
(Kumalasari & Ngabiyanto, 2025)	Qualitative, descriptive	Implementation of the Seven Habits in Islamic boarding schools	Structured implementation in daily routines. Demonstrating synergy between schools and Islamic boarding schools is very influential. Obstacles include peer influence and a lack of consistency in role models.
(Christin et al., 2025)	Descriptive qualitative	Implementing the Seven Habits through journaling (Writing for Goals)	Journaling increases self-awareness, reflection, motivation to learn, and helps with the continuous internalization of the Seven Habits.
(Oktaviana, 2025)	Qualitative, case study	Implementation of the Seven Habits through morning routines in elementary schools	Morning routines effectively improve students' time management and responsibility. Challenges arise from digital distractions and smartphone use.
(Pramesti et al., 2025)	Descriptive	Implementing the Seven Habits through Supercamp	Supercamp successfully instilled seven habits through hands-on activities. Its implementation can also improve students' character and good habits.

Source: Research data processing, 2025

### Implementation Strategies for the 7 Habits in Various Educational Settings

The implementation strategies for the 7 Habits of Great Indonesian Children are proven to be highly dependent on the context of the educational institution. In early childhood education, a simple habit-forming approach and daily routines are used to ensure that values are naturally accepted by children aged 5–6 years without abstract instructions (Zuliana & Sumanto, 2025). In Islamic boarding schools, the strategy is to

integrate religious activities and daily routines so that positive habits are built through a systematic and consistent culture (Kumalasari & Ngabiyanto, 2025).

At the non-boarding junior high school level, the strategy used is more reflective through Writing for Goals journaling, which encourages students to be aware of their personal goals and the process of internalizing values through writing and self-reflection (Christin et al., 2025). At the elementary school level, morning routines are the most dominant method for instilling the values of discipline, responsibility, and readiness to learn from the start of the day (Oktaviana, 2025). In the context of outside the classroom through supercamps, implementation is carried out through experiential learning that emphasizes direct experiences such as physical activities, worship, and group interactions so that the seven habits are applied concretely in everyday life (Pramesti et al., 2025). The variety of these strategies shows that the program can be adapted flexibly to various educational ecosystems.

### **The Impact of Programs on Character Building and Discipline in Children**

All articles demonstrate that the implementation of the seven habits has a significant impact on character development, including discipline, responsibility, and independence. In early childhood education, this program is able to foster moral knowing, moral feeling, and moral action. Children can understand, experience, and practice disciplined behavior consistently (Zuliana & Sumanto, 2025). In the context of Islamic boarding schools, the most dominant impact is seen in increased obedience, regularity of worship, and self-control through structured daily routines (Kumalasari & Ngabiyanto, 2025).

Through journaling in junior high school, a significant impact is seen in the increase in self-awareness, motivation to learn, ability to set goals, and personal reflection of students (Christin et al., 2025). In research in elementary schools, morning routines affect increasing time discipline and mental readiness of students before learning, so that learning behavior becomes more orderly and focused (Oktaviana, 2025). In supercamp activities, the impacts include increased cooperation, caring, orderliness, and healthy behavior patterns formed through continuous and repetitive activities (Pramesti et al., 2025).

### **Supporting and Hindering Factors in Program Implementation**

The success of implementing the seven habits is influenced by cross-environmental support that includes schools, families, and culture. At the early childhood education and elementary school levels, parental involvement and teacher role modeling are decisive factors because children need consistency in values from their two main environments, namely school and family (Oktaviana, 2025; Zuliana & Sumanto, 2025). In Islamic boarding school-based schools, institutional synergy through rules, religious habits, and continuous supervision supports the success of implementation more strongly because the institutional culture is in line with the values of the habits that are to be instilled (Kumalasari & Ngabiyanto, 2025).

The most common inhibiting factor is the inconsistency in applying habits within the family environment, so that the values instilled at school are not always reinforced in the family environment, especially in early childhood and elementary school students (Oktaviana, 2025; Zuliana & Sumanto, 2025).

In addition, digital technology in the form of high smartphone and social media use is a major obstacle in maintaining disciplinary routines, especially among adolescent students (Oktaviana, 2025). The influence of peers and the inconsistency of adult role models are also significant obstacles in the context of Islamic boarding schools (Kumalasari & Ngabiyanto, 2025). Furthermore, in supercamp activities, obstacles are more related to students' physical readiness and time management during the program (Pramesti et al., 2025). These various findings indicate that the success of the program is highly dependent on exemplary behavior, consistency in the environment, and minimal influence from external factors.

## **DISCUSSION**

### **Implementation Strategies for the 7 Habits in Various Educational Settings**

The synthesis of the research results shows that the consistent implementation of the 7 Habits of Great Indonesian Children has a positive impact on character building in students. The five articles analyzed show that the diversity of implementation patterns produces similar findings, namely an increase in discipline, self-awareness, responsibility, and independence in students. Implementation was carried out through various strategies such as morning routines, journaling, structured religious activities, and experiential learning in supercamps. All activities were aimed at internalizing values through routines, role models, and involvement in the school learning environment. The synthesis also shows that the success of the program is greatly influenced by the consistency of the environment, especially parental involvement, role models among educators, and daily routines. The main obstacles arise from inconsistencies in the implementation of habits at home, inappropriate use of digital media, and peer influence.

### **The Impact of Programs on Character Building and Discipline in Children**

The findings also show that the implementation of the Seven Habits of Great Indonesian Children demonstrates flexibility in implementation strategies. This is in line with the statement that the habit-forming approach will be effective if it is adapted to the characteristics of the institution and the developmental stage of the students (Sutrisno et al., 2023). Further research also confirms that character education requires role models, habit formation, and school culture structuring so that values are implemented independently and comprehensively (Hidayah et al., 2025). Similar findings also suggest that a diversity of strategies can demonstrate good effectiveness as long as values are applied consistently in daily routines (Iswiyanto, 2025). Direct activities in supercamps have also been proven to strengthen the internalization of values because students learn through direct experience.

### **Supporting and Hindering Factors in Program Implementation**

This research synthesis provides information that increased discipline and responsibility are consistent with various previous studies. Reflective habits such as journaling can improve self-regulation and have been described in previous research findings (Zhang et al., 2022). In addition, studies on character strengths also show that structured routines can shape responsible behavior towards oneself and self-

regulation. However, some previous studies also explain that character changes are not always stable if they are not supported by a consistent home environment. This is slightly different from some synthesis findings that show a direct impact even though parents are not always actively involved. Therefore, further research to measure the long-term impact is still needed.

The findings also confirm that teacher role modeling, parental involvement, and school culture are key to successful habit formation. This is in line with research focusing on family involvement in education (Hill, 2022; Kovács et al., 2022). Other literature confirms that home-school synergy is a major factor in the success of habit formation (Puspitasari et al., 2021). However, other studies also show that digital distraction is one of the obstacles to character building in children and adolescents, especially in increasing learning motivation (Nabung, 2024). This is also confirmed by the obstacles identified in the synthesis findings. Previous studies also emphasize that certain educational technology interventions can support the implementation of character habits in students (Cholifah & Faelasup, 2024; Hanafiah et al., 2024). These differences indicate that the context of technology use has different characteristics, requiring further research to uncover this issue.

## **CONCLUSION DAN SUGGESTION**

### **CONCLUSION**

This study concludes that the implementation of the Seven Habits of Great Indonesian Children is carried out through various strategies tailored to different educational contexts. Daily habits in early childhood education and elementary school, integration of pesantren culture, reflective journaling in junior high school, and experiential learning in supercamps are examples of the contexts in which these habits are applied. These habit-forming activities have been proven to have a positive impact on shaping the character of students in terms of discipline, responsibility, independence, self-awareness, and self-regulation. In addition, the success of implementation is greatly influenced by parental involvement, school culture, and the exemplary behavior of educators. Meanwhile, the main obstacles arise from inconsistent habits at home, digital distractions, peer influence, and limited supervision. This certainly shows the importance of cross-environmental synergy to ensure the sustainability of character building.

### **SUGGESTION**

Important implications can be drawn from the findings of this synthesis for educational practice. Schools need to build a consistent culture of habit formation through routines that are appropriate for the development of students, because positive habits grow from purposeful repetition. The application of the seven Habits can also be extended to various educational contexts such as outdoor activities, boarding school environments, and reflective learning. Parental involvement needs to be strengthened through intensive communication and cooperation so that the values taught at school continue at home. Schools also need to create healthier smartphone usage policies and provide alternative activities that support social interaction and physical activity. In addition, teachers need to be prepared to be consistent role

models because role modeling is an important factor in successful character building.

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