



Internalization of Habituation Activities in Character Building in Education Early childhood

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Abstract

Keywords: Character; Habituation; Early childhood education programs; Habituation activities are the beginning of the formation of children's character. Habituation activities are also the method of choice which is the school's flagship program in stimulating children's character development. The child's character is the attitude, behavior that is characteristic of himself, the character can change according to the stimulation given. The method of this research is to use a qualitative research method with a descriptive method, the research subjects in this study are students, the data analysis technique uses the Miles and Hiberman models where data analysis is carried out using an interactive method. Data collection techniques namely conducting observations, interviews and documentation. The results of this study indicate that the internalization of habituation activities is carried out in the following ways: 1. Daily habituation activities, 2. daily prayer habituation activities. 3. The habituation of reading hadiths, 4. The activity of memorizing the Koran (Juz 30).

Abstrak

Kata Kunci: Karakter; Pembiasaan; Pendidikan Anak Usia Dini; Kegiatan Pembiasaan adalah awal mula pembentukan karakter anak. kegiatan pembiasaan juga menjadi metode pilihan yang menjadi program unggulan sekolah dalam menstimulasi perkembangan karakter anak. Karakter anak adalah sikap, perilaku yang menjadi ciri khas dalam diri, karakter dapat berubah sesuai dengan stimulasi yang diberikan. Metode penelitian ini adalah menggunakan metode penelitian kualitatif dengan metode deskriptif, subjek penelitian dalam penelitian ini adalah anak didik, teknik analisis data menggunakan model miles dan huberman yang mana analisis data dilakukan dengan

metode interaktif. Teknik pengumpulan data yakni melakukan observasi, wawancara dan dokumentasi. Hasil penelitian ini menunjukkan bahwa internalisasi kegiatan pembiasaan dilakukan dengan cara sebagai berikut : 1. Kegiatan pembiasaan sehari-hari, 2. kegiatan pembiasaan doa sehari-hari. 3. Kegiatan pembiasaan pembacaan hadist, 4. Kegiatan menghafal al-qur'an (Juz 30).

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1. Introduction

Each educational institution has its own innovations to help foster students. Paying attention to children's needs to increase parents' trust in the chosen school to help construct knowledge and character in their children.(Yahyaevna, 2023) Because actually maintaining the trust of parents to entrust their children to study at an educational institution is very important. As is the case in early childhood education.(Mawardi, 2022)

Early childhood education is education in the age category 0-6 years.(Hardika et al., 2023) Early childhood education is a form of concern for adults in fostering and guiding children to become good individuals, not only that but fulfilling the need for knowledge which can actually become a child's handle in the future. Early childhood education is education that is carried out both formally and non-formally. Which education consists of Kindergarten, Raudhatul Athfal and other equivalent forms.(Mistina, 2023) Early childhood education is education that is carried out for children aged from birth to six years who need the guidance of adults such as parents and teachers who can stimulate children's growth and development according to their age phase.(Safitri & Harun, 2020)

Stimulating growth with the development of children in line with their age is not easy, it takes several consistent and well-programmed efforts so that the results are as expected.(Antelman et al., 2023) Like by doing repetition activities that are done every day and become a habit. As the saying goes "alah can because it's normal". Likewise for early childhood the more often they are stimulated, the child will continue to try to receive stimulation well.

The stimulation carried out can be in the form of activities that are continuously applied to children. As always setting an example for children to behave well, showing good things that can be accepted by children.(Liu et al., 2023) By always reminding the child, the child will get used to what the child did before. Stimulation given from an early age has a major effect on children's development when the child enters

adulthood. Therefore, there is a need for stimulating innovation in the form of habituation activities from an early age.

Habitual activities are activities that are carried out continuously and repeatedly. In line with this, habituation activities are repeated activities that are carried out effectively used because they can train good habits in children, such as saying greetings, reading prayers before and after carrying out activities. (Fauziah, 2019) Habituation activities are activities that are programs needed by the school. The purpose of school needs is a form of school concern for the stimulation of knowledge and character in children. (Hita, 2023) Habituation activities are also planned and designed activities to help contribute to the formation of children's character. In which the implementation carries out habituation activities to children directly with the aim of getting good. (Syifa Fauziah Nur Inayah & Wiyani, 2022) Habituation activities are also part of learning where these activities include personal hygiene, moral, spiritual scope, as well as children's interests and talents. (Erwan, 2020) The benefits of habituation activities are that in addition to being able to shape children's character, activities can also give the best impression and an interesting learning experience to children without the child realizing that the child is at the stage of forming his morals and character. (Spurrett & Brancazio, 2023) From some of the opinions above, it shows how important the habituation program is to stimulate character in children.

The habituation activities carried out in schools are actually an innovation from each school depending on the needs of students. To carry out this habituation activity program, it is necessary to have good and systematic planning in order to produce a good development in children and more to the development of their character. (Arregui, 2023) Habituation activities also require implementation, in which implementation is carried out by referring to previous planning. the implementation or practice of habituation activities in children should be carried out repeatedly so that the child understands and understands them well, by carrying out continuous habituation activities the child will get used to it and continue to do it carefully not only at school but the child will be able to practice it when the child is with parents at home. Do not forget to go home every activity needs an evaluation. Evaluation aims to determine the extent to which the implementation is used. (Pakaya et al., 2021) Evaluation of activities should be carried out by the teacher when after the child does habituation activities every day. it aims to see how far the child's character can develop.

The development of children's character looks good when the child is able to do it, helping his friends and without being accompanied by a teacher. (Stiehl et al., 2023) However, what is happening a lot now is that teachers' sensitivity to children's abilities is reduced, because teachers already think that children can do it, but in fact they can't do it. This shows the need for assistance by the teacher. Not only that, the

task of the teacher as an educator and coach of early childhood in schools must be more sensitive and pay attention to children's behavior. Paying attention to children's behavior means observing carefully whether the child has done it well or not. This is very important because if the teacher is careless and only orders the child and does not accompany him, the child will voluntarily do as he pleases and sometimes the child is indifferent to the orders given. This shows that the importance of teacher assistance when children carry out habituation activity programs.

Character education for early childhood is a form of instilling good values that are actually inherent in children that stick to them until they grow up. (Putri & Hudah, 2019) Character in early childhood is education that is adjusted to their age. The method used is a method that can actually be done to produce progress in its development. Which character is a moral behavior that is characterized by knowing, understanding, loving, and doing good. (Lina & Rahayu, 2022) Character education is one of the solutions programmed by schools launched by the government and is an educational program that helps shape a better child's personality. (Wahyudi, 2023) Viewed from a religious perspective, character is a psychological trait, morals or character that is characteristic of a person who can be attached and become a habit. (Fahmi & Susanto, 2018)

Character development in early childhood is not easy, it requires several stages and good stimulation for the child. (Alfatikah, 2022) Character in children does not necessarily exist from birth, but there needs to be a good stimulation process. The character of the child comes from his habits and personality, will change according to the conditions in which the child is. If good stimulation is done well, the changes that occur in children will also be good. But on the contrary, if the stimulation given is not good then the behavior given is also not good.

Based on the results of observations by researchers at schools, for the habituation activities carried out at IT'S An Nahl Kindergarten, there are several activities that can trigger children to be motivated and continue to do them habitually or do them independently. This looks different from before, the child looks enthusiastic in doing the activity. For this reason, researchers are interested in examining more deeply the program of activities carried out at the IT'S An Nahl Takengon Kindergarten. The purpose of this research is to add insight and innovation to researchers regarding the habituation activity program carried out at TK IT An Nahl Takengon. Then to find out how the planning, implementation, and evaluation is carried out in schools in carrying out the habituation program at IT An Nahl Kindergarten, then to find out the supporting factors for the implementation of habituation activities at IT'S An Nahl Takengon Kindergarten.

2. Methods

The research method used in this study is to use descriptive qualitative research. This research method is a method that intends to understand the phenomenon of what is experienced by research subjects in a holistic, integrative manner related to habituation activities carried out in shaping children's character. The preparation of writing in this study is in the form of a description in a scientific context. The data source in this research is using purposive sampling technique, in which the researcher gave space to the students who were sampled in this study. The data sources in this study were the Principal of IT An-Nahl Takengon Kindergarten, as well as homeroom teachers and students who were the objects of this research.

In collecting data using direct observation, then conducting formal and informal interviews as an additional form of information related to habituation activities carried out in schools, as well as conducting documentation as a form of complementary data in this study. In analyzing the data in this study is to use the Miles and Huberman model, which has the following series of flows:



Fg 1.

Miles and Huberman Analysis Model

Source: (Sugiono, 2021)

From the picture above it can be explained that data analysis activities are carried out interactively so that the data obtained becomes saturated data. (Sugiyono, 2021). In the picture it is clear that at first the researcher collected data before carrying out data reduction, after carrying out data reduction, the next step is presenting the data and then providing conclusions. Interactive data collection is a form of presentation that is carried out continuously so as to get the appropriate data.

3. Result and Discussion

Habituation Activities for Early Childhood at IT'S AN-Nahl Takengon Kindergarten

IT An-Nahl Kindergarten is one of the Kindergartens whose educational institutions are quite attractive and have many students. This educational institution is unique, namely applying several learning models and applying good habituation methods. Based on the results of the interviews that the researchers conducted, there are several reasons why the IT'S An-Nahl Kindergarten makes the habituation method a superior aspect of development in schools. First, in early childhood education it is necessary to apply the habituation method, in which the habituation method can be easily carried out by children and becomes a repetitive activity so that children enjoy it. Second, guided by the habits of Rasulullah SAW who used the method of habituation in order to get

used to being always in goodness and maintaining his worship. Third, according to government regulations that children must be involved in the learning process, children should be able to explore themselves well. Fourth, habituation activities are carried out on the basis of akhlakul karimah. Which is the foundation of the school's reference in developing children's personalities. Fifth, habituation activities are carried out in order to educate children interactively in order to prepare them for life in the future.

The form of implementation of habituation activities begins with curriculum planning, in which the curriculum used is the 2013 curriculum. In the preparation of RPPH it is in the form of a Lesson Plan. Where learning in class is carried out in accordance with the learning plan per class unit. (Ihsan, 2023) The learning that will be applied by the teacher has been programmed in advance, starting from careful planning, having targets and achieving the maximum. The schedule of learning activities for IT An-Nahl Kindergarten is as follows:

Table 1. Activity Schedule of IT'S An-Nahl Kindergarten

Time	Day	Activity
07.20 - 07.45	Monday	to Arrival of children
07.45 - 08.00	Saturday	Pious children's gymnastics activities
08.00 - 08.25		Duha prayer
08.25 - 09.00		Murajaah short letters and hadiths
09.00 - 09.30		Play while singing
09.30 - 10.00		Sirah Nabawiyah
10.00 - 10.15		Eat Snacks
10.15 - 10.45		Follow the core Learning
10.45 - 11.00		Play Outdoors
11.00 - 11.30		Do play activities
11.30 - 12.00		Makan siang
12.00 - 12.30		Zuhr prayer
12.30 - 13.30		Home preparation

Source: Homeroom Teacher's Daily Learning Implementation Plan.

IT'S An-Nahl Kindergarten Habituation Activity

a. Habituation Program for Daily Activities

In daily habituation activities children will carry out activities that have been programmed and have been carried out repeatedly and are carried out every day when children are at school. This activity is carried out from the time the child arrives until the child returns. Habitual activities that are carried out every day are habituation activities that lead children to actively participate in doing something, this is done so that children understand and can interpret it. Do not forget that every time you carry out habituation activities, children will receive assistance from the teacher, except for children who can already do it and do not need teacher guidance. From the results of interviews with the researcher and the class teacher, information was obtained about the

daily habituation activities carried out by the children as follows: Saying Greetings, Putting Shoes on the Shoe Rack, Reading prayers when entering the house, Lining up neatly, Raising hands when praying, Saying greetings when entering the house.

Next Putting the bag in its place, Intellectual reading community, Asmaul husna, Leadership, Getting used to making a sound when reciting prayers, Speaking slowly, Getting used to walking, Waiting patiently, Putting sandals neatly, Ablution in an orderly manner, Saying istighfar after making a mistake, Duha prayer, Midday prayers, Reading Al-Ma'tsurat, Speak well or be silent, Murajaah, Maintain neatness of notebooks, Maintain stationery, Bring snacks according to the rules, Bring healthy food menus, Present to school according to the specified schedule.

Then Get used to discipline when picked up, Dress neatly and politely Always say hello, Thank you if you get something Respect teachers, parents and elders, Listen and pay attention to friends talking, Want to apologize and give forgiveness, Maintain cleanliness of the environment, Remind friends his friends, Getting used to eating and drinking according to the sunnah, Making sure friends beside him are comfortable, Asking permission if you want to take something, Getting used to praying at every activity, Disposing of trash in the space provided, Getting used to speaking during recitations, Getting used to sharing with friends.

From several series of activities above, it shows that the application of habituation activities in early childhood is very important with the aim of supporting the formation of their character. The habituation activities applied to children are adjusted to their age. This shows that the school's concern for the growth and development of children is very visible because of the many activities that children practice everyday to be able to shape their character in the future. Not only that, this daily habituation activity has a unique value, children can do it well and are very obedient to orders, children are used to doing it and children already understand what should be done. This is one of the teacher's successes in educating and fostering the character of children at school.



Fg 1.

Implementation of the Habit of Prayer and Eating Activities

Source: IT'S Kindergarten Teacher An Nahl

The picture above shows that the habituation activities in the form of prayer and eating activities are one of a series of habituation activities carried out at school. In this case the application of habituation activities to the IT'S An-Nahl Kindergarten. First, instill religious attitude, independence, discipline, trustworthiness, honesty, virtuous character, hard work, democracy, curiosity, national spirit, love of the motherland, tolerance, communicative, caring for the environment and being responsible.

b. Daily Prayer Habits

Daily Prayer Habituation Activities are habituation activities carried out through the pronunciation of lafadz related to daily prayers. In its implementation, it requires direct practice which requires the cooperation of teachers and children, and fellow children. This is done so that children understand and can remember daily prayers. The purpose of this daily prayer habituation activity is to shape children's character in terms of their religious values, such as getting used to reading prayers before doing and after doing something. The value of this daily habitual activity is that it can hone children's cognitive, independence in children where children can recite it independently, and this daily prayer habituation activity has rules which are when children forget and don't recite prayers before or after carrying out friends' activities obligatory to remind and recite the prayer together.

At the beginning of this Habituation Activity is carried out with the assistance of the teacher, over time the child will do it independently. Based on the results of the researcher's interview with the ITS An Nahl Kindergarten class teacher, the habituation activities for daily prayer at IT'S An-Nahl Kindergarten are: Prayer before studying, Prayer for Lightening the Heart, Prayer for Mother and Father, Prayer before eating, Prayer after eating, Prayer before going to bed, Prayer to wake up, Prayer to enter the bathroom, Prayer to leave the bathroom, Prayer to enter the house, Prayer to leave the house, Prayer to go by sea, Prayer to go by land vehicle, Prayer for rain, Prayer when it rains, Prayer for entering the mosque, Prayer leaving the mosque, closing prayer, prayer when it rains, prayer for entering the mosque, prayer for leaving the mosque, prayer for closing the assembly, prayer for wearing clothes, prayer for undressing, prayer before bathing, prayer for the safety of the afterlife, intention to perform ablution, prayer to finish ablution, intention to perform tayammum , Prayer after the call to prayer Prayer finished dhuha, Prayer to reflect, Prayer to hear thunder, Prayer to visit a sick person, Prayer to make it easier in all matters, Prayer given useful knowledge.

In the daily prayer reading activity above is a sequence of habituation activities carried out by children. In carrying out this activity, the teacher continues to accompany the child properly, corrects the reading, repeats it again until the child can. This is in accordance with the results of interviews where the practice of reading daily prayers is carried out every day with the assistance of the teacher and homeroom teacher. In this case the teacher always reminds and guides children to

recite well, with the aim that children can do it on their own at school and at home.



Fg 3.

*Documentation of Daily Prayer Reading Habituation Activities
Source: IT'S Kindergarten Teacher An Nahl*

The picture above shows that the habituation activity in the form of Daily Prayer Reading Activities is one of a series of habituation activities carried out at school. The value contained in the habituation of reading daily prayers is to be able to form a religious character in children where by carrying out the habit of reading prayers children feel more grateful and always remember Allah SWT in everything that children do. Do not forget that in carrying out the habit of reading daily prayers, the teacher evaluates them by providing repeated stimulation to children who are considered unable to read.

c. Habit of Memorizing One Juz

The activity of reading hadith in the education of children at IT'S An-Nahl Kindergarten is indeed very unique. The teacher guides and reminds children to continue reciting the hadith during and outside of learning hours. This is done by the true teacher to remind children that every action will be supervised and held accountable by Allah SWT. Therefore, it is necessary to strengthen the habituation of the Hadith in learning activities and outside of learning hours. As the results of an interview with one of the teachers said that the implementation of this hadith reading should have been done in order to remember the Sunnah of Rasulullah SAW as a good role model for the people.

In addition, this habituation is also carried out so that children always comply with rules, discipline, and children's courage in expression. Based on the results of interviews with the researcher and the class teacher of IT'S An Nahl Kindergarten, information was obtained that the following is a Habitat Reading habituation activity carried out at IT'S An Nahl Kindergarten: Hadith Prohibition to Get Angry, Hadith of Love, Hadith Prohibition of Drinking Standing, Hadith of Adab Eating, Saying Good is Charity , Every kindness is charity, Smiling is charity, Hadith giving is better than asking, Hadith of intention, Hadith of shame is part of faith, Hadith of the prohibition of denouncing, Hadith of Allah likes beauty, Prohibition of hurting fellow Muslims, Hadith of good morals, Religion is advice, Hadith of fasting is a protector, Hadith leaves useless, God's pleasure with parents.

From the habituation of reading the Hadith mentioned above, it can be seen that the inculcation of character values as well as moral and religious values in children is very important and needs to be repeated. In addition to children being able to remember the hadiths above, children understand the sunnah of the Messenger of Allah, where every action that is carried out every day is their own responsibility. The purpose of familiarizing this hadith is to increase children's understanding of children's self-awareness where children have more self-awareness of what should be done and what to avoid.

d. Habit of Memorizing One Juz

In early childhood education it is not required to be able to memorize and have knowledge that is implemented. Likewise with IT'S An-Nahl Kindergarten which does not force its students to be able to have more knowledge. As the results of the researcher's interview with one of the class teachers who said that as an institution that fosters and guides school-age children, they do not force them to be able to memorize, but the school only applies the method of memorizing with habit. The habituation activity carried out in memorizing this juz is to do it continuously every day with the murojaah method every morning, every time you do murojaah the children will be accompanied by the teacher and taught one by one. Even though schools have targets, the targets set in schools specifically for early childhood are in section Juz 30, starting from An-Naba' to An-Nas.

Internalization of character values in the habit of memorizing juz 30 is inviting children to love the Koran and have faith in the Koran. Even though children do not know and understand the contents of the Qur'an, children will love it more by getting to know what they read first. With the curiosity that children have, children will be easily invited to work together in fulfilling their responsibilities as Muslims who actually must be able to read the Koran properly and recite the correct tajwid.

This activity of memorizing juz 30 is carried out by schools to meet the needs of students regarding smart brain stimulation by doing an introduction first, then forgetting one by one and repeating it again with parents at home. Namely the ability with this habituation activity aspects of child development are also honed such as cognitive development where children will store all their memories in their memory including what the child hears. Therefore, besides reciting the children, they also participate in murojaah activities with the teacher.

In addition to cognitive development, children's language development will also be well honed. Because children are trained to continue to say it repeatedly until it is fluent. Then also the emotional aspects in children, children are taught to be patient in waiting their turn, so that children know how to wait according to the queue when the teacher repeats it.

Supporting Factors for IT'S An-Nahl Kindergarten Habituation activities

In implementing an activity, of course, it requires a lot of involvement in every aspect, including: *First*, the location of the An-Nahl IT Kindergarten school is quite conducive, which is in a strategic

environment and easy to reach by vehicles. This is supported by Ruiz's opinion that the location of schools that are close to housing complexes, settlements, urban areas, rural areas is an area of choice that can be used as a place to establish schools and is conducive. (Ruiz-bartolom & Greca, 2023) A school environment that provides game equipment that supports habituation activities is easy to implement. The design of the school in the form of a spacious building makes students feel comfortable learning and free to do something.

Second, the curriculum offered is very good, it still refers to the 2013 curriculum but the development is carried out well, as evidenced by the existence of activities that support child development. This is supported by the opinion of Tarrega who says that education that carries out interesting and creative learning begins with the development of the curriculum used. Therefore it is very important for teachers to continue to innovate in developing the curriculum. (Tárraga-sánchez et al., 2023) *Third*, there are competent educators who play their positions well, like children and nurture them well. (Iskandar, 2023) In the process of habituation activities, the IT An-Nahl Kindergarten teacher looks creative and uses interesting methods to attract children's attention so that children more easily understand what is conveyed.

Fourth, there is cooperation with the parents of students. (Maria Genoveva Mau, 2023) At ITS An Nahl Kindergarten, the school emphasizes that there needs to be good relations between schools and the community consisting only of teacher and child collaboration, children with children, collaboration with parents at home is needed, with the aim that habituation activities carried out at school are expected to be practiced also at home. For this reason, with the help of parents who continue to support this habituation activity, it is a plus for the school in stimulating children's character through habituation activities that were previously implemented at school. *Fifth*, there is an evaluation. Evaluation activities are carried out by the teacher with the aim of changing or improving the methods carried out so that habituation activities towards their character develop. (Madani, 2022) Regarding the evaluation of learning activities carried out by IT'S An Nahl Kindergarten, an evaluation is carried out as a form of improvement in the learning carried out and to find out whether the initial planning carried out has reached the set targets.

4. Conclusion

The habituation activities implemented in IT'S An-Nahl Kindergarten are one of the best practices in building children's character. Where the implementation of habituation activities is the best program resulting from teacher innovation and has good values in building children's character. Character values raised by children include religious character, independence, discipline, trustworthiness, honesty, virtuous character, hard work, democracy, curiosity, national spirit, love of the motherland, tolerance, communicative, caring for the environment and being responsible. The habituation activities carried out start from the daily habituation activities, the daily prayer reading habituation activities, the habituation of reciting hadith and the habit of

memorizing the verses of the Al-Qur'an (juz 30). The purpose of this habituation activity is to accustom the child to good behavior, to shape the child's character better than before.

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