

## Analysis of the Implementation of the 7 Habits of Great Indonesian Children Program in Strengthening the Character of Elementary School Students

Irma Fatmawati, Riyadi, Indah Slamet Budiarti

Universitas Sebelas Maret  
irmafatmawati.92@student.uns.ac.id

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### Abstract

*This study aims to analyze the implementation of the “Seven Habits of Great Indonesian Children Movement” (KAIH) as a strategy for strengthening students’ character in elementary schools. The Seven Habits of Great Indonesian Children Movement is a program consisting of: 1) waking up early, 2) praying/worshipping, 3) exercising, 4) eating healthy and nutritious food, 5) enjoying learning, 6) socializing within the community, and 7) going to bed early. This program is designed as a strategic effort to build children’s character, implemented across school, home, and community environments. The research methodology employs a Systematic Literature Review (SLR) using the PRISMA model. Data were collected through stages of identification, screening, eligibility, and inclusion of 15 relevant scientific articles from the Google Scholar database for the 2025 period. The results indicate that the implementation of the Seven Habits Movement (KAIH) effectively contributes positively to the development of positive habits and the strengthening of eight key student character traits: religiosity, morality, health consciousness, intelligence and creativity, hard work, discipline and orderliness, independence, and social responsibility. However, the effectiveness of this program faces several challenges, including excessive gadget use and unsupervised social media usage by children, which necessitates strong collaboration among schools, teachers, and parents. In conclusion, the successful implementation of the Seven Habits Movement (KAIH) in strengthening students’ character requires continuous guidance and active, consistent involvement from all stakeholders.*

**Keywords:** *character, student, education, 7 KAIH*

### Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi Gerakan 7 Kebiasaan Anak Indonesia Hebat (KAIH) sebagai strategi dalam penguatan karakter siswa di sekolah dasar. Gerakan 7 Kebiasaan Anak Indonesia Hebat merupakan sebuah program yang terdiri dari: 1) bangun pagi, 2) beribadah, 3) berolahraga, 4) makan sehat dan bergizi, 5) gemar belajar, 6) bermasyarakat, dan 7) tidur cepat, program ini dirancang sebagai strategi dalam upaya pembentukan karakter anak yang diimplementasikan baik di sekolah, rumah, maupun masyarakat. Metodologi penelitian ini menggunakan metode systematic literatur rievew (SLR) dengan model PRISMA. Data dikumpulkan melalui tahapan identifikasi, penyaringan, kelayakan, dan inklusi terhadap 15 artikel ilmiah yang relevan dari database Google Scholar periode tahun 2025. Hasil penelitian menunjukkan bahwa dalam implementasi Gerakan 7 KAIH secara efektif berkontribusi positif terhadap pembentukan kebiasaan positif dan penguatan delapan karakter utama siswa, yaitu religius, bermoral, sehat, cerdas dan kreatif, kerja keras, disiplin dan tertib, mandiri, serta bermanfaat bagi masyarakat. Namun, efektivitas implementasi program ini menghadapi berbagai tantangan, antara lain: penggunaan gadget yang berlebihan dan penggunaan media social tanpa pengawasan orang tua, sehingga memerlukan sinergi kuat antara pihak sekolah, guru dan orang tua. Dapat disimpulkan bahwa keberhasilan implementasi Gerakan 7 KAIH dalam penguatan karakter siswa memerlukan pendampingan yang berkelanjutan serta keterlibatan aktif dari semua pemangku kepentingan secara konsisten.

**Kata kunci:** *karakter, siswa, pendidikan, 7 KAIH*



## INTRODUCTION

Education is one of the efforts that can be undertaken to improve the quality of human life so that it becomes better. According to (Anwar & Mulya, 2025), education is an effort to develop both physical and psychological potentials in accordance with the character values that exist in society. In addition, education also fosters the development of cognitive (knowledge), affective (attitudes), and psychomotor (skills) aspects. Through education, students can be shaped into a qualified next generation of the nation who are ready to face the challenges of the 21st century in both social and national life.

To realize a high-quality future generation with strong intellectual competence, it is also necessary to consider the importance of moral integrity or character, as well as children's social abilities. Therefore, character education becomes a very essential element in creating a qualified generation, not only in academic but also in non-academic aspects. Essentially, education does not only function to develop children's cognitive aspects, but also serves as an effort to shape their character in accordance with moral, social, and cultural values prevailing in society.

According to Daryanto in (Salim et al., 2022), there are 19 character education values that need to be instilled in school activities, namely: (1) religiosity, (2) honesty, (3) tolerance, (4) discipline, (5) hard work, (6) creativity, (7) independence, (8) democracy, (9) curiosity, (10) nationalism, (11) patriotism, (12) appreciation of achievement, (13) friendliness, (14) peace-loving attitude, (15) fondness for reading, (16) environmental awareness, (17) social awareness, and (18) responsibility. Salim et al. (2022) state that character education is an effort carried out by teachers to instill character values in students so that they develop honesty, care, responsibility, diligence, and respect for others. According to (Suwardani, 2020), character education is defined as a systematically designed and programmed effort aimed at helping students understand human behavioral values related to God, themselves, others, the environment, and the nation, which are manifested in thoughts, behaviors, feelings, and speech in accordance with religious norms, laws, etiquette, culture, and customs. Meanwhile, according to (Zubaedi, 2013), character education is an effort made by teachers in schools to instill character values in students.

Thus, it can be concluded that character education is an effort to shape children's character from an early age so that they develop good emotional, spiritual, and personal qualities, which will have a positive impact on their lives. The purpose of character education is to form children's personalities so that they can become good individuals, members of society, and citizens. Therefore, character education plays a very essential role in shaping students' character in order to realize a strong young generation toward Indonesia Emas 2045. Based on the Joint Circular of Three Ministers on Strengthening Character Education through Habituation in Educational Units (2025), strengthening character education emphasizes eight main national character values: religiosity, morality, health, intelligence and creativity, hard work, discipline and orderliness, independence, and social contribution.

One program aimed at strengthening character is the implementation of the "Seven Habits of Great Indonesian Children Movement" (7 KAIH). According to (Utami et al., 2025), this movement aims to shape Indonesian children into resilient and competitive individuals. The Seven Habits include: (1) waking up early, fostering discipline and readiness; (2) worshiping/praying, developing religiosity; (3) exercising, promoting physical and mental health; (4) eating healthy and nutritious food, supporting growth and intelligence; (5) enjoying learning, fostering curiosity and creativity; (6) socializing, developing social awareness and responsibility; and (7) going to bed early, ensuring adequate rest. This movement emphasizes the formation of positive habits, where habits are repeated activities that shape human lifestyles and character (Tiyas, 2025).

Therefore, the implementation of the 7 KAIH movement is expected to contribute to strengthening students' character.

Currently, there is a noticeable moral decline among students in schools. This is closely related to the phenomenon of character degradation frequently observed among students. Various cases of juvenile delinquency, bullying, low discipline, declining respect for parents and teachers, and reduced social responsibility are clear indicators that character education still faces serious challenges. The causes of this degradation include rapid technological advancement, unrestricted access to social media without parental supervision, globalization and modernization leading to identity crises and instant lifestyles, declining understanding of local culture, and physical as well as psychological health issues.

The urgency of this condition is not only related to the decline in students' character quality but also has the potential to hinder the development of the eight main national character values: religiosity, morality, health, intelligence and creativity, hard work, discipline and orderliness, independence, and social contribution. So far, the dominant orientation of education has focused on academic achievement, causing character education to not yet become a primary priority in educational practices. If this condition continues, education risks producing a generation that is intellectually competent but weak in character, integrity, and social awareness. Therefore, strengthening character education is an urgent and strategic necessity as a foundation for building a strong-character generation to support the realization of Indonesia Emas 2045.

Previous research by A'yunina et al. (2025), titled "Literature Study: The Seven Habits of Great Indonesian Children in Mathematics Learning," found that the 7 KAIH movement in mathematics learning serves as a learning strategy focused on mastering content and improving students' mathematical cognitive skills. Another study by Agustina & Edi (2025), titled "Strengthening Student Character Education through the Seven Habits of Great Indonesian Children at SMK Negeri 3 Pekanbaru," showed that implementing the 7 KAIH movement is a strategic effort to balance students' physical and mental health as well as moral behavior. However, these previous studies still focus on program implementation in learning contexts or general character strengthening, and have not deeply examined how the 7 KAIH movement shapes the eight main national character values comprehensively through school culture habituation.

Therefore, the research gap lies in the need for a more in-depth study on the implementation of the 7 KAIH movement as a habituation program integrated into school culture and its impact on shaping the eight main national character values. This study is expected to fill this gap by examining the implementation of the 7 KAIH movement more comprehensively in the context of strengthening students' character formation in schools.

This research offers novelty by presenting a systematic synthesis of various literature on the implementation, impact, as well as supporting and inhibiting factors of the 7 KAIH movement in strengthening elementary school students' character. As a result, it provides a comprehensive mapping of program implementation and effectiveness in character development.

Based on the above explanation, the focus of this study is strengthening elementary school students' character through the implementation of the 7 KAIH program as an effort to optimally realize a strong-character generation toward Indonesia Emas 2045. The objective of this study is to analyze the implementation of the 7 KAIH program in strengthening elementary school students' character. Thus, this research is expected to provide both theoretical and practical contributions to the field of education.

## METHOD

This study employed a Systematic Literature Review (SLR) methodology. According to (Triandini et al., 2019), SLR is a systematic research and development

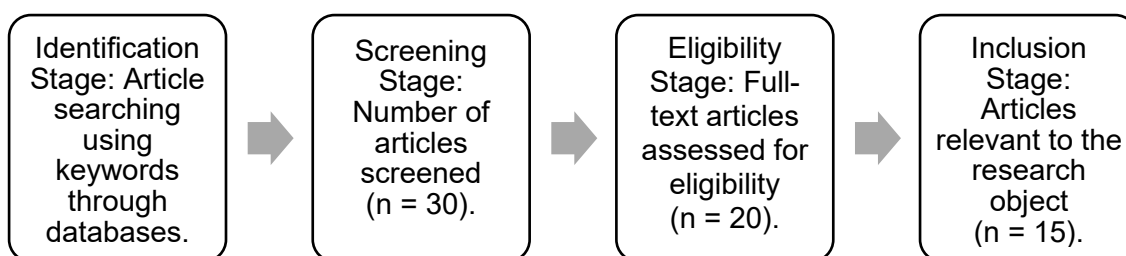
method used to collect and evaluate various studies relevant to a particular topic. In this research, data collection was carried out by reading, recording, and analyzing literature and references relevant to the topic of strengthening elementary school students' character through the implementation of the 7 Habits of Great Indonesian Children (KAIH) program.

The research objects were focused on information systems and data relevant to the topic "Strengthening Elementary School Students' Character through the Implementation of the 7 Habits of Great Indonesian Children (KAIH) Program." The research questions (RQ) were formulated in line with the topic under study, as follows: RQ1: How is the implementation of the 7 KAIH Program in strengthening students' character in elementary schools?

RQ2: What are the impacts of implementing the 7 KAIH Program on strengthening students' character in elementary schools?

RQ3: What supporting and inhibiting factors influence the implementation of the 7 KAIH Program in elementary schools?

A systematic literature search procedure was conducted for relevant studies published from 2020 to 2025. The process adopted the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) model, which includes the stages of identification, screening, eligibility testing, and inclusion (Kalogiannakis & Papadakis, 2021)



Picture 1. PRISMA Flow Diagram

**In the identification stage**, articles were systematically searched to find relevant literature using the Google Scholar database with specific keywords such as "Character Education" and "Implementation of the 7 Habits of Great Indonesian Children Program." Referring to (Kalogiannakis & Papadakis, 2021), the selection of articles from this database aimed to maintain the integrity and credibility of the research findings.

**In the screening stage**, duplicate articles and those not meeting the predefined inclusion criteria were eliminated (Anthony et al., 2022) The inclusion and exclusion criteria used as references in analyzing the articles are presented in Table 1 of the original paper, covering publication type, journal indexation, year of publication (2020–December 2025), and article language (Indonesian and English). The standard inclusion criteria that serve as the basis for analyzing the articles in this study are presented in the following table:

Table 1. Inclusion and Exclusion Criteria

No	Category	Inclusion Criteria	Exclusion Criteria
1.	Type of Publication	Articles published in journals	Articles published as book chapters, corrections, short surveys, reviews, and notes
2.	Journal Indexing	Journals indexed in Sinta	Journals not indexed in Sinta

3.	Year of Publication	of 2020 – 2025	December	Articles published before 2020
4.	Language	Articles Indonesian and English	in and	Articles written in languages other than Indonesian and English

**At the eligibility stage**, the screened articles were analyzed in depth to answer the research questions and to minimize the risk of inclusion bias (Anthony et al., 2022). The selection focused on articles related to strengthening elementary school students' character through the implementation of the 7 KAIH Program, resulting in 15 articles that met the research standards. Articles that did not meet eligibility requirements were excluded to maintain validity and prevent publication errors.

**In the inclusion stage**, the selected articles were described and examined in detail. The findings from these articles served as the main basis for answering the research questions. A total of 15 articles that passed systematic selection and evaluation were ensured to have high validity and credibility so they could make a significant contribution to research on strengthening elementary school students' character through the implementation of the 7 KAIH Program. Data analysis was conducted systematically, including summarizing, coding, identifying themes, and grouping them according to the research questions.

### RESULT AND DISCUSSION

The results of the article analysis conducted by researchers from various sources are presented in the following table:

Table 2. Literature Review Results

No	Researcher Name	Title Article	Research Results
1.	(Syahni et al., 2025)	Analysis of the Implementation of the 7 Habits of Great Indonesian Children among Elementary School Students in Forming Discipline Character in the Digital Era.	The implementation of the 7 KAIH has a positive impact on students' discipline, including time management, personal responsibility, and academic and social ethics; however, character strengthening faces obstacles in the digital era due to excessive gadget use and the negative influence of social media, which can weaken students' discipline values
2.	(Sinulingga, 2025)	Building Healthy and Noble Character through the 7 Habits of Great Indonesian Children	Implementing the 7 KAIH waking up early, worshipping, exercising, eating healthy food, loving to learn, socializing, and sleeping early is an effort to produce a generation that is strong physically, mentally, and morally; routine positive habits instill discipline, healthy lifestyles, and religiosity from an early age, preparing students to face regional and global challenges
3.	(Purwanti et al., 2025)	Implementation of the 7 Habits of Great Indonesian Children in Forming	The 7 KAIH program contributes to character strengthening as a fundamental foundation for forming a high quality young generation and

	Children's Character	aligns with Islamic character education principles that emphasize religious, pious, and noble personalities.
4. (Pramesti et al., 2025)	Implementation of the 7 Habits of Great Indonesian Children Program as Character Building through Supercamp	Supercamp activities provide positive impacts on the development of good habits among elementary school students; through these activities, students understand and apply the 7 KAIH in daily life, and supercamp becomes an innovative learning model aimed at strengthening character formation.
5. (Hasanah & Islamiyati, 2025)	Building Healthy Character through the 7 Habits of Great Indonesian Children	The 7 KAIH support children's physical and mental development such as self confidence, healthy social interaction, emotional regulation, psychomotor growth, and problem solving skills and cultivate moral and spiritual values, discipline, responsibility, and empathy that align with Islamic teachings and the challenges of globalization.
6. (Rofiqi et al., 2025)	Strengthening Students' Character through the Seven Habits of Great Indonesian Children to Welcome Golden Indonesia 2045	Implementing the 7 KAIH can shape human resources with strong character in line with the nation's eight core character traits; successful implementation requires collaboration between teachers and parents to form students' character in preparation for Golden Indonesia 2045.
7. (Amalia et al., 2025)	Implementation of the Seven Habits of Great Indonesian Children toward the Formation of Religious Character of Students at SD Negeri Kendawa 02	Implementing the 7 KAIH at SD Negeri Kendawa 02 has a positive impact on students' character; habits such as waking up early, maintaining a healthy lifestyle, expressing gratitude, and being active in learning are internalized in students' personalities, reflected in increased independence, creativity, and responsibility along with improved academic achievement and social competence.
8. (Anwar & Mulya, 2025)	Strengthening Children's Character through the Seven Habits of Great Indonesian Children in Islamic Perspective: A Literature Review	The 7 KAIH are closely related to Islamic teachings: religious character through waking up early and performing the dawn prayer, healthy character through exercise and consuming halal, nutritious food, and intellectual and social character through the habits of loving to learn and socializing; sleeping early maintains rest patterns. These habits show Islam's comprehensive regulation of

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|                              |  | life to shape good morals toward oneself and others.   |
| 9. (Oktaviana, 2025)         | Implementation of the 7 Habits of Great Indonesian Children Program through Morning Habituation Activities to Improve Discipline Character of Students at SD Muhammadiyah 1 Kota Tegal | Applying the 7 KAIH brings positive changes to students' discipline and responsibility, but faces challenges from strong digitalization where excessive gadget use often weakens the character being built; program success requires teacher collaboration at school and intensive parental supervision at home.   |
| 10. (Mukarromah, 2025)       | Instilling Character Values through the 7 Habits of Great Indonesian Children  | SD Masyithoh IBS Glagahsari Sukorejo, the 7 KAIH used to instill character values have a positive impact on improving students' discipline, learning focus, healthy lifestyles, and social skills.   |
| 11. (Berlianti et al., 2025) | Implementation of the 7 Habits of Great Indonesian Children Program in Forming Students' Discipline Character in Elementary Schools: A Literature Review                               | There is a relationship between worship habits and improved time management in children; program effectiveness depends on synergy and collaboration between teachers, parents, and a conducive social climate, and discipline character formation requires a holistic approach that integrates physical, mental, social, and spiritual dimensions at school and at home.   |
| 12. (Fadila, 2025)           | Internalization of Character Values through the 7 Great Children's Habits Program at SD Muhammadiyah 019 Bangkinang  | Character values are instilled through a comprehensive, tiered approach that combines multisensory cognitive stimulation with daily routines such as morning reflection and curriculum integration; program success is maintained through periodic monitoring using journals, the provision of rewards, and role modeling by teachers.   |
| 13. (Suprapti et al., 2025)  | The Seven Habits of Great Indonesian Children in Forming Responsibility Character of Students at SDN 1 Dimoro  | Regular rest patterns through waking up early and sleeping early strengthen students' time discipline, while worship habits and a love of learning enhance academic responsibility; exercise, healthy eating, and socializing habits form the basis of students' personal and social health responsibility, with teacher–parent synergy supporting success, although limited facilities and infrastructure remain obstacles. |

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| 14. (Fitrianingtyas & Kusumaningtias, 2025) | Implementation of the Seven Habits of Great Indonesian Children Program in Forming Students' Discipline Character at SD Negeri 1 Wanadri | Implementation of the 7 KAIH consists of planning, implementation, and evaluation; daily habits such as morning routines, "Anak Indonesia Hebat" exercise, education on consuming healthy and nutritious food, and literacy strengthening are carried out, while program sustainability is maintained through weekly journals and collaboration with parents to ensure consistency of positive habits at school and at home. |
| 15. (Rakhim et al., 2025)                   | Implementation of the 7 Habits of Great Indonesian Children in Increasing Creativity and Technological Skills in the Digital Era         | The 7 KAIH contribute positively to increasing students' concentration, motivation, creativity, and technological skills, and also enhance soft skills such as discipline, collaborative ability, and ethics in the use of digital technology.   |

The research results in the table above indicate that the implementation of the '7 Habits of Great Indonesian Children' (7 KAIH) program is highly effective in forming and strengthening the character of elementary school students.

## DISCUSSION

### a. Implementation of the 7 KAIH Movement in Strengthening Elementary School Students' Character

The Seven Habits of Great Indonesian Children Movement (7 KAIH) is a strategy designed to shape individuals who not only possess academic intelligence but also strong character as the future successors of the nation (Anwar & Mulya, 2025). The 7 KAIH movement integrates a healthy lifestyle with character building through seven positive habits: waking up early, worshiping/praying, exercising, eating healthy and nutritious food, enjoying learning, socializing within the community, and going to bed early (Sinulingga, 2025).

According to (Amalia et al., 2025), the implementation of the 7 KAIH movement not only contributes to character formation, academic achievement, and social skills, but also enhances collaboration between educators and parents, as well as fostering students' creativity and independence. (Mukarromah, 2025) argues that the implementation focuses on building consistent routines, enabling students to internalize character values through daily habitual experiences.

Waking up early is a habit aimed at improving students' discipline. This activity is typically carried out between 04:30–05:30 AM. Consistency in waking up early is important for building regularity and physical readiness to face the day and serves as a foundation for a healthy lifestyle (Sinulingga, 2025). As explained in *\*The 7 Habits of Highly Effective People\** by Covey in (Hasanah & Islamiyati, 2025), discipline and productivity can be improved by building good habits from an early age, such as waking up early, which also supports physical health. This habit aims to instill discipline and readiness for daily activities.

Worshiping/praying is the manifestation of spiritual obedience to God according to one's religion and beliefs. It aims to strengthen the individual's relationship with God and enhance moral and social ethical values (Rofiqi et al., 2025). According to (Mukarromah, 2025), the habituation of worship in schools is implemented through routines such as

collective prayers before learning, Dhuha prayer, and daily supplications. This habit aims to instill religious character in students.

Exercising is a light physical activity carried out before formal lessons begin, where students are given time for morning exercises in the school yard (Suprapti et al., 2025). According to (Oktaviana, 2025), this habit improves both physical and mental discipline. Students who exercise regularly demonstrate better concentration levels and more stable psychological readiness during learning. This habit supports physical fitness and mental health for daily activities.

Eating healthy and nutritious food involves regularly consuming balanced meals with complete nutrition. According to (Hasanah & Islamiyati, 2025), this habit teaches students personal responsibility in choosing food that supports their growth. Besides meeting energy needs and strengthening the immune system, it is also a strategic step in preventing stunting. Instilling this habit early is expected to help children grow into a generation with excellent physical health and optimal intellectual capacity (Sinulingga, 2025).

Enjoying learning is a habit that enhances both academic ability and personality development. It fosters creativity, imagination, knowledge acquisition, empathy, and humility (Hasanah & Islamiyati, 2025). According to (Sinulingga, 2025), this habit aims to build a superior, high-achieving, and globally competitive generation. It supports continuous self-development, critical thinking, creativity, and a sense of responsibility.

Socializing within the community involves simple activities such as cleaning the classroom together, sharing with others, and visiting those in need (Mukarromah, 2025). According to (Anwar & Mulya, 2025), this habit teaches children to respect others' rights and responsibilities, follow social norms, and appreciate others' achievements. It also fosters tolerance by respecting diversity in culture, beliefs, and values (Hasanah & Islamiyati, 2025). This habit aims to cultivate care, solidarity, cooperation, and effective communication in social interactions.

Going to bed early is a habit practiced regularly and on time. Adequate rest improves the immune system, hormonal balance, thermoregulation, and metabolism (Anwar & Mulya, 2025). According to (Oktaviana, 2025), students who get sufficient sleep have better energy and readiness for learning. Quality sleep is essential for restoring energy, repairing body cells, and maintaining mental and emotional balance (Rofiqi et al., 2025). This habit aims to optimize physical and mental recovery.

#### **b. The Impact of Implementing the 7 KAIH Movement on Strengthening Students' Character in Elementary Schools**

According to (Utami et al., 2025), the 7 KAIH movement aims to shape Indonesian children into resilient and competitive individuals. Its implementation focuses on forming positive habits consistently and sustainably to build students' lifestyles and character. Strengthening religious values from an early age is achieved through the habit of worship (Sinulingga, 2025), which not only enhances spiritual relationships with God but also forms the foundation of noble behavior.

According to (Syahni et al., 2025), implementing the 7 KAIH movement fosters discipline in terms of time management, social behavior, and academic responsibility. Worship habits also teach time discipline, such as performing the five daily prayers on schedule (Sinulingga, 2025). Habits such as waking up early, worshipping, exercising, eating healthy, enjoying learning, socializing, and going to bed early collectively contribute to forming disciplined, responsible individuals who are physically and mentally healthy and motivated to learn and innovate (Rakhim et al., 2025).

According to (Rofiqi et al., 2025), the 7 KAIH movement supports the development of high-quality human resources with eight main national character traits: religiosity, morality, health, intelligence and creativity, hard work, discipline and orderliness, independence, and social contribution. The implementation aims to foster healthy

lifestyles, enthusiasm for learning, consistency, and the ability to live wisely in society (Hasanah & Islamiyati, 2025).

The tangible impacts include improved discipline in punctuality, adherence to school rules, readiness for learning, and increased motivation and enthusiasm for learning (Fitrianingtyas & Kusumaningtias, 2025).

### **c. Supporting and Inhibiting Factors in the Implementation of the 7 KAIH Movement in Elementary Schools**

According to (Firdaus et al., 2025), key supporting factors for the successful implementation of the 7 KAIH movement include a positive school culture that supports character education, active parental involvement, and adequate facilities and infrastructure. Sinulingga (2025) highlights several effective and integrated strategies: 1) integrating character education into the school curriculum, 2) applying active and participatory learning methods, 3) involving parents and the community, 4) using technology wisely, and 5) providing positive role models from teachers and principals.

According to Syahni et al. (2025), collaborative strategies between schools and families can strengthen the consistent internalization of habits. Character formation through small habits requires integrated efforts between home, school, and community. Active involvement and consistency from adults are key factors in ensuring the success of the program. Thus, the success of implementation is influenced by social context and household habits (Berlianti et al., 2025). Supporting factors also include parental support, teacher-parent collaboration, and student enthusiasm (Fitrianingtyas & Kusumaningtias, 2025).

However, several inhibiting factors pose challenges, including lack of consistent parental support, limited external motivation outside school, and difficulties in monitoring habits at home and in the community (Firdaus et al., 2025). Other challenges include inconsistent parenting, difficulty supervising children's routines at home, and distractions from excessive smartphone use (Fitrianingtyas & Kusumaningtias, 2025).

Sinulingga (2025) notes that instant culture and excessive gadget use can divert children's attention from character-building activities, hindering the program's effectiveness. Similarly, Syahni et al. (2025) state that excessive use of technology and social media negatively affects sleep quality, punctuality in worship, and learning concentration. According to (Oktaviana, 2025), limited parental involvement in supporting children's social activities at home remains a challenge. Family culture also plays a role, as some parents pay less attention to children's activities and allow unrestricted gadget use without supervision, leading to excessive gaming or social media use late into the night (Suprapti et al., 2025).

## **CONCLUSIONS, IMPLICATION AND RECOMMENDATIONS**

### **CONCLUSION**

Based on the results and discussion of the study, it can be concluded that the implementation of the 7 KAIH Movement in strengthening elementary school students' character is carried out through habituation activities integrated into school culture and students' daily activities. These include routines such as waking up early, worshiping/praying, exercising, eating healthy and nutritious food, enjoying learning, socializing within the community, and going to bed early, all of which are implemented consistently and continuously with guidance from teachers and parents.

The implementation of these habitual activities contributes to shaping students' character, including religiosity, discipline, social responsibility, and physical and mental well-being. However, challenges remain, particularly the negative influence of the digital era, such as excessive use of gadgets and social media without supervision, which can hinder character development. Therefore, the success of the 7 KAIH Movement in

strengthening students' character requires strong synergy among schools, teachers, and parents through consistent and continuous habituation, guidance, and supervision.

### **IMPLICATIONS**

The findings of this study imply that the implementation of the 7 KAIH Movement can serve as an effective strategy for strengthening elementary school students' character through habituation integrated into learning activities, school culture, and students' daily routines. The success of the program depends not only on school-based activities but also on consistent and sustained parental support in implementing the seven habits at home. Therefore, schools need to develop structured and sustainable character education programs based on habituation, involving all school members and parents as part of the character education ecosystem.

### **LIMITATIONS**

This study has several limitations. First, it is based on a literature review, meaning that the data depend on previous research and do not directly reflect real conditions in the field. Second, the study focuses only on the elementary school level, so the findings cannot yet be generalized to other levels of education.

### **RECOMMENDATIONS**

Schools should integrate character education programs into the curriculum to ensure the optimal implementation of the 7 KAIH Movement. In addition, principals and teachers need to consistently provide real examples in practicing the seven habits so that they can serve as role models for students. Furthermore, strong collaboration between schools and parents is necessary to ensure that the seven positive habits are implemented consistently and sustainably, both at school and at home.

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