

STRENGTHENING STUDENTS' DISCIPLINE CHARACTER THROUGH THE "5 TEPAT" PRACTICE IN ELEMENTARY SCHOOL

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ABSTRACT

The low level of student discipline, as reflected in a lack of punctuality, adherence to rules, understanding of the importance of discipline, and attitudes that do not yet align with norms of politeness, forms the background of this study. The purpose of this research is to describe the implementation of the "5 Tepat" (on time, in the right place, on the right task, following the right rules, and with the right attitude) habituation in strengthening students' disciplinary character in elementary schools, to identify implementation challenges, and to analyze supporting and inhibiting factors. This study employs a descriptive qualitative approach with a case study design at SD Negeri Cisuru 05, Cilacap Regency. The research subjects include the principal, teachers, and students selected purposively. Data collection techniques consist of observation, interviews, and documentation. Data validity is ensured through source and technique triangulation, as well as member checking to enhance credibility. Data analysis follows the interactive model of Miles, Huberman, and Saldaña, involving data condensation, data display, and conclusion drawing. The results indicate that the "5 Tepat" habituation is implemented systematically through stages of understanding, routine practice, and evaluation and reflection. Most aspects of discipline have developed well, particularly being in the right place, following the right rules, and demonstrating the right attitude. However, punctuality and task completion still require reinforcement, as they have not been consistently achieved by all students. Implementation challenges include differences in student characteristics, low internal awareness, limited supervision, and the influence of the family environment. The success of the program is supported by school policies, teacher role modeling, collaboration among teachers, and parental involvement. The "5 Tepat" habituation has the potential to become an effective model for strengthening disciplinary character if implemented consistently and sustainably.

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INTRODUCTIONS

Education is essentially a process of shaping human character and personality to become civilized and dignified individuals in order to achieve a meaningful life. One of the character values that plays an important role in shaping

students' personalities is discipline. Discipline reflects an individual's ability to control oneself, value time, obey rules, and take responsibility for every action (Febriyanto et al., 2020). The value of discipline fosters order and harmony in social life while strengthening students' readiness to face global challenges. From an Islamic perspective, the importance of discipline is emphasized in the Qur'an, Surah Al-Baqarah verse 153, which highlights patience and consistency in carrying out activities, as well as in the hadith of the Prophet Muhammad (peace be upon him), narrated by Imam Bukhari No. 4639, which states that the best of people are those who are most beneficial to others. These values indicate that discipline not only impacts the individual but also has broader social implications.

The strengthening of discipline character has become a concern in national education policy. Law Number 20 of 2003 concerning the National Education System states that education functions to develop capabilities and shape the character and civilization of a dignified nation. Minister of Education and Culture Regulation Number 20 of 2018 concerning Strengthening Character Education emphasizes the importance of implementing character values through various learning strategies in schools, including through school culture as a means of continuously internalizing values (Indarwati, 2020).

Students' character is the result of the interaction between innate factors and the environment, which influences behavior and the achievement of life goals (Kholidah et al., 2025), and is also related to developmental stages that affect readiness to receive character values (Andriani, 2022). Character education is viewed as a conscious effort to instill moral values through understanding, awareness, and action (Lickona, 2018). The success of character education is largely determined by the process of internalizing values through educational activities accompanied by role modeling (Zubaedi, 2017). Character education aims to produce students who are not only intellectually competent but also possess integrity, responsibility, and social awareness.

The habituation method is one of the effective approaches to instilling discipline in students. Habituation is carried out through activities that are continuously repeated so that they become ingrained behaviors (Maela et al., 2023). This process allows students to imitate and internalize values applied in daily life (Ayni et al., 2022). Habituation also forms attitudes and behaviors that become automatic through repeated learning processes (Anggraeni et al., 2021). Discipline itself is an effort to help students develop self-control and responsibility, as well as obedience to rules in both school and community environments (Hurlock, 2016). Character-based discipline development can strengthen students' personal resilience in facing life's challenges (Alwi Sofyan, 2021).

The value of discipline plays an important role in shaping students' orderly and responsible behavior. Discipline needs to be instilled from an early age because it influences learning habits and life organization. Discipline is not only related to obedience to rules but also to the ability to control oneself according to prevailing norms (Sulastri, 2019). Students with high discipline are able to manage time, comply with school regulations, and demonstrate consistency in learning (Samsudin, 2019). A disciplined learning environment creates an orderly, comfortable, and conducive atmosphere for all members of the school community, which positively impacts academic achievement and students' social development.

Field realities show that student discipline still faces various challenges. Violations such as tardiness, incomplete uniform attributes, lack of compliance with school rules, and delays in submitting assignments still frequently occur. Students tend to obey rules due to supervision rather than self-awareness. This condition indicates that a repressive disciplinary approach has not been able to instill discipline values sustainably. Previous research findings indicate a decline in the quality of students' character in school environments (Andriani & Wakhudin, 2020). Similar problems were also found in studies on habituation methods, which revealed ongoing violations of school regulations (Anggraeni et al., 2021). Research by Abdillah & Syafei (2020) shows inconsistencies between students' behavior and character values, particularly religious values. Studies by Welsh (2024) and Li et al. (2021) also emphasize that school discipline practices are influenced by various factors and are closely related to the development of students' self-control. These findings indicate a gap between expectations and the implementation of discipline in schools.

Preliminary observations at SD Negeri Cisuru 05 show that the level of student discipline varies across grade levels. Lower-grade students tend to demonstrate better discipline in attendance, neatness in dress, and task completion. In contrast, upper-grade students show a decline in discipline, such as tardiness, incomplete attributes,

and lack of compliance with school rules. Problems are also seen in delayed assignment submissions, unexcused absences, and social behavior that does not yet reflect discipline. These conditions indicate that discipline habituation has not been implemented systematically and consistently across all grade levels.

The “5 Tepat” habituation (right time, right place, right task, right rules, and right attitude) serves as a relevant alternative approach to strengthening students’ discipline character. This program includes concrete, operational, and easily applicable discipline indicators in daily school activities. The habituation is carried out repeatedly and consistently so that discipline values can be internalized within students. This approach not only emphasizes compliance with rules but also builds self-awareness to behave in a disciplined manner sustainably. The novelty of this study lies in the analysis of the implementation of the “5 Tepat” habituation as a systematic model for strengthening discipline character in elementary schools. This research examines the implementation of the program, forms of habituation activities, as well as supporting and inhibiting factors in an integrated manner.

Based on this background, this study aims to describe: (1) the process and mechanism of implementing the “5 Tepat” habituation (right time, right place, right task, right rules, and right attitude) in strengthening students’ discipline character at SD Negeri Cisuru 05 Cipari, Cilacap; (2) the challenges faced by the school in implementing the “5 Tepat” habituation; and (3) the supporting and inhibiting factors in the implementation mechanism of the “5 Tepat” habituation at SD Negeri Cisuru 05 Cipari, Cilacap

METHOD

This study employs a descriptive qualitative approach with a case study design to examine in depth the implementation of the “5 Tepat” habituation in fostering students’ discipline character. The research was conducted at SD Negeri Cisuru 05, Cilacap Regency, from February to April 2026. The research subjects were determined through purposive sampling, including the principal, teachers, and students selected based on their levels of discipline (high, medium, and low). The data sources consist of primary and secondary data obtained through observation, in-depth interviews, and documentation. The research procedure was carried out in three main stages: preparation, field implementation, and data management.

Data analysis used the interactive model of Miles, Huberman, and Saldaña, which includes data collection, data condensation, data display, and conclusion drawing and verification (Miles et al., 2018). The analysis process was conducted through stages of transcription, coding (open coding), categorization (axial coding), and theme development. Data were presented in a descriptive narrative form supported by informant quotations. Data validity was ensured through source and technique triangulation, member checking, and peer debriefing to maintain the credibility and consistency of the research finding.

RESULT AND DISCUSSIONS

The Process and Mechanism of Implementing the “5 Tepat” Habituation

The findings indicate that the implementation of the “5 Tepat” habituation is carried out through routine activities integrated into both classroom learning and school culture. Based on interviews with the principal and teachers, this program was designed as an effort to strengthen students’ discipline character and is consistently applied in daily activities. The principal stated that “the ‘5 Tepat’ program originated from the school’s need to improve students’ discipline through simple yet consistently practiced habituation.” This shows that the program is not merely spontaneous but is part of a continuously developed school culture. These findings are supported by observational data indicating that most discipline indicators fall within the “often” to “always” categories (scores 3–4), as well as documentation such as school regulations and systematically developed habituation programs.

The implementation process begins with providing students with an understanding of the importance of discipline. Teachers repeatedly explain the concept of “5 Tepat” through various approaches. One teacher stated that “students are habituated to arrive on time, sit in the appropriate place, complete tasks according to instructions, follow classroom rules, and maintain proper behavior during the learning process” (Grade VI Teacher). This is reinforced by another teacher who noted that habituation is carried out “consistently in every learning activity so that students can

understand and imitate disciplined behavior” (Grade V Teacher). Thus, the understanding stage serves as the foundation for building students’ initial awareness. Observational data show that students have demonstrated disciplined behavior during learning, while documentation of lesson plans and classroom activity records indicates the integration of discipline values into the learning process.

The next stage involves the implementation of habituation through repeated daily activities. Routine activities such as group prayers, checking learning readiness, classroom duty schedules, and assignment submission serve as the primary means of instilling discipline values. The Physical Education teacher stated that “discipline in time management, following instructions, obeying rules, and maintaining sportsmanship are trained directly through physical activities.” Meanwhile, lower-grade teachers emphasized that habituation is conducted through repetition, as younger students still require intensive guidance, as expressed in the statement that “Grade I students still need guidance through simple and repeated daily habituation.” This indicates that the habituation mechanism is adapted to students’ developmental characteristics. Observations show that routine activities such as classroom duties and participation in learning fall within the “always” category (score 4), while documentation including duty schedules, activity photos, and daily class reports indicates consistent implementation.

In terms of punctuality, habituation is implemented through monitoring attendance and timeliness in participating in learning activities. Teachers set an example by arriving early and starting lessons on time. This aligns with a teacher’s statement: “I try to arrive early so that students can emulate this habit.” However, interviews with students reveal that time discipline is not yet fully consistent, as one student stated, “sometimes I still wake up late” (Grade VI Student). This indicates that further reinforcement is needed. Observational data show that indicators such as arriving on time and attending ceremonies fall within the “always” category (score 4), while attendance records indicate relatively good attendance despite some instances of tardiness.

In terms of being in the right place, implementation is carried out through seating arrangements and classroom order. Teachers direct students to remain in appropriate positions according to the learning activities. Interview results indicate that students are habituated to “sit in the designated place and maintain classroom order,” thereby creating a more conducive learning environment. This is supported by observational data showing classroom order in the “always” category (score 4), as well as documentation of classroom rules and well-organized learning spaces.

In terms of completing tasks appropriately, habituation is carried out through structured assignments and monitoring their completion. Teachers stated that “assignments must be submitted according to the निर्धारित timeline” as part of fostering students’ responsibility. However, student interviews reveal some challenges, such as “sometimes I forget or do the assignments at school” (Grade VI Student). This indicates that discipline in completing tasks is still in the habituation stage. Observational data show that task completion falls within the “always” category (score 4), while punctual submission is in the “often” category (score 3). Documentation such as assessment books and assignment archives indicates an improvement in responsibility, although not yet fully consistent.

Regarding adherence to rules and proper behavior, implementation is carried out through habituation to follow school regulations and the cultivation of polite behavior. Teachers provide persuasive reprimands when violations occur. One teacher stated that “reprimands are given verbally using an educational approach so that students understand their mistakes.” This is also reflected in students’ statements that “teachers often remind us not to violate the rules” (Grade V Student). These findings indicate that the approach used is educational rather than repressive. Observational data show that compliance with rules and polite behavior fall within the “always” category (score 4), while school activity documentation shows the habituation of character values through activities such as ceremonies and religious programs.

The final stage is reinforcement through evaluation and reflection. Teachers routinely conduct attitude assessments and reflective activities with students. This is reflected in a teacher’s statement that “reflection is carried out together with students so they can identify their shortcomings and improve their behavior.” Additionally, results are discussed collectively in class to provide feedback. Students reported that they feel “happy when they are disciplined because they receive praise from teachers.” This indicates that positive reinforcement plays a role in increasing student motivation. Observational data show consistent disciplined behavior within the “always” category

(score 4), while documentation of attitude assessments and student development reports indicates a gradual improvement in discipline character.

Overall, the implementation of the “5 Tepat” habituation has been carried out consistently and integrated into school activities. However, the findings also show that not all students are able to apply discipline optimally. Some students still require guidance and reinforcement, particularly in terms of punctuality and task completion. Observational data still showing the “often” category (score 3), as well as documentation of tardiness and delayed assignments, support this finding. The “5 Tepat” habituation is a continuous process that requires consistency, teacher role modeling, and support from both the school and family environments. The following table presents the implementation of the “5 Tepat” habituation.

Table 1. Implementation of the “5 Tepat” Habituation

Aspect	Form of Habituation	Description
Punctuality (Right Time)	Arriving before the bell, starting lessons on time	Most students are accustomed, but some are still late
Right Place	Sitting in the appropriate place, maintaining classroom order	The classroom becomes more conducive and orderly
Right Task	Completing and submitting tasks according to instructions	Some students still forget or delay tasks
Right Rules	Obedying school and classroom regulations	Students are generally compliant under supervision
Right Attitude	Being polite, orderly, and respectful	There is an improvement in students’ positive attitudes

The data in the table show that all aspects of the “5 Tepat” habituation have been implemented in daily school activities. The program appears to be carried out consistently, although some aspects still require strengthening, particularly in punctuality and task completion.

Challenges in Implementing the “5 Tepat” Habituation

The findings indicate that the implementation of the “5 Tepat” habituation in elementary schools faces various internal and external challenges. Data obtained from interviews with the principal and teachers reveal that differences in students’ characteristics are the main obstacle in program implementation. Each student has different backgrounds, habits, and levels of discipline, which affect the success of the habituation process. One teacher stated that “differences in students’ character make discipline habituation unable to succeed instantly and require different approaches.” Observational data also show variations in students’ disciplinary behavior, as reflected in several indicators that remain in the “often” category (score 3). Documentation of student violations further indicates inconsistencies in discipline implementation in certain situations.

Low internal awareness among students is another challenge in implementing the “5 Tepat” habituation. Interviews show that some students comply with rules due to teacher supervision rather than self-awareness. This is reflected in students’ statements such as “sometimes I still forget” and “I often wait to be reminded by the teacher.” Observational data indicate that although most disciplinary behaviors fall into the good category, there is still dependence on teacher guidance in certain activities. Documentation of reflection results and teachers’ notes also shows that discipline habituation has not yet been fully internalized as an individual awareness.

Differences in discipline levels across grade levels also present a challenge in program implementation. Interviews with teachers indicate that lower-grade students are generally easier to guide as they are still in the habit-forming stage, whereas upper-grade students tend to show a decline in compliance. Teachers noted that “upper-grade students are sometimes more difficult to manage compared to lower-grade students.” Observational data show that indicators such as punctuality and task submission among upper-grade students still fall within the “often” category

(score 3). Documentation of attendance and assignment submission also indicates variations in discipline levels across classes.

Limited supervision is another constraint in maintaining consistency in habituation. Interviews with teachers reveal that supervision cannot be maximized in all situations, particularly outside the classroom. The Physical Education teacher stated that “students sometimes become overly enthusiastic during activities and pay less attention to rules.” Observational data show that student behavior tends to be less controlled in certain situations outside formal learning. School activity documentation indicates that supervision outside the classroom still needs improvement to support program success.

Consistency in rule enforcement is also a challenge faced by the school. Interviews reveal variations in approaches among teachers in providing reprimands or guidance. One teacher stated that “reprimands are given persuasively, but the results vary for each student.” Observational data show differences in students’ responses to the rules applied. School policy documentation indicates that rules are already established, but their implementation still requires strengthening to achieve greater uniformity.

Family environment factors also influence the success of the “5 Tepat” habituation. Interviews with teachers reveal that students’ habits at home do not always support discipline habituation at school. One teacher stated that “less disciplined habits at home require students to receive more intensive guidance at school.” This is also supported by students’ statements indicating difficulties such as “it is hard to wake up early” and “sometimes I feel lazy to do assignments.” Observational data show that students from certain backgrounds tend to have lower levels of discipline. Documentation of communication with parents indicates varying levels of family involvement in supporting school programs.

Overall, the challenges in implementing the “5 Tepat” habituation include internal student factors, limited supervision, differences in teacher approaches, and the influence of the family environment. Data from interviews, observations, and documentation consistently indicate that discipline habituation has not yet been fully optimal in all conditions. Observational indicators that still fall within the “often” category (score 3), along with documentation of violations and tardiness, reinforce these challenges. The implementation of the “5 Tepat” habituation requires more comprehensive and sustainable strategies to ensure that discipline values are optimally internalized in students

Table 2. Challenges in Implementing the “5 Tepat” Habituation

No	Challenge	Description
1	Differences in character and discipline levels	Students’ discipline is not evenly distributed
2	Low discipline awareness	Compliance depends on supervision
3	Diverse family environments	Home habits influence behavior
4	Limited supervision	Undisciplined behavior appears outside the classroom
5	Inconsistency in rule enforcement	Variations in teachers’ approaches
6	Differences across grade levels	Upper grades tend to be less disciplined
7	Lack of student focus	Easily distracted during learning

These findings indicate that the challenges in implementing the “5 Tepat” habituation stem from both internal and external factors. This condition shows that the success of the program is not solely determined by the school but is also influenced by the environment and the consistency of implementation across different situations.

Supporting and Inhibiting Factors in the Implementation of the “5 Tepat” Habituation

The findings indicate that the success of implementing the “5 Tepat” habituation is influenced by various supporting factors originating from the school environment. Interviews with the principal and teachers reveal that school policy support is the primary factor in program implementation. The principal stated that “the school provides clear regulations, habituation activity schedules, and conducts regular evaluations.” This demonstrates an institutional commitment to supporting the strengthening of discipline character. Observational data show that students tend to

comply with established rules, as indicated by discipline indicators falling within the “always” category (score 4). Documentation of school regulations and work programs further confirms that the “5 Tepat” habituation has been systematically structured.

The role of teachers as role models is also a crucial supporting factor. Interviews indicate that teachers consistently demonstrate disciplined behavior in daily activities. One teacher stated, “I try to arrive early, speak politely, and follow the rules so that students can imitate.” Observational data show that students tend to follow teachers’ habits in terms of punctuality and behavior during learning. Documentation of learning activities reflects interactions that embody discipline values, such as orderly classrooms and well-structured learning processes.

Collaboration among teachers also supports the success of the program. Interviews reveal that teachers coordinate with one another in applying rules and habituation practices in their respective classes. A teacher stated that “collaboration among teachers helps maintain consistency in students’ discipline habituation.” Observational data show that classroom rules are applied relatively uniformly across various learning activities. Documentation of teacher meetings and school programs indicates coordinated efforts in implementing the “5 Tepat” habituation.

Parental involvement is another supporting factor in shaping students’ discipline character. Interviews with teachers reveal that parental support helps reinforce the habituation carried out at school. One teacher stated that “parental involvement greatly helps in fostering students’ discipline at home.” Observational data show that students who receive family support tend to be more consistent in practicing disciplined behavior. Documentation of communication between the school and parents indicates collaborative efforts in supporting student development.

In addition to supporting factors, the study also identifies several inhibiting factors in implementing the “5 Tepat” habituation. Differences in students’ backgrounds and habits are the primary obstacles. Interviews reveal that not all students have the same level of discipline habits from their family environments. A teacher stated that “different habits at home make school habituation take longer.” Observational data indicate that some students still fall within the “often” category (score 3) for certain indicators, such as punctuality and task submission. Documentation of tardiness and violation records reinforces this inconsistency.

Low internal awareness among students is also an inhibiting factor. Interviews with students show that some still rely on teacher supervision, as reflected in statements such as “I often wait to be reminded by the teacher.” Observational data indicate that discipline has not yet fully become an independent habit for all students. Documentation of reflection results shows that habituation is still in the formation stage and requires continuous reinforcement.

Limited supervision outside the classroom also affects the consistency of habituation implementation. Interviews reveal that teachers cannot always monitor students’ behavior in all situations. The Physical Education teacher stated that “students sometimes pay less attention to rules during activities outside the classroom.” Observational data show differences in student behavior between classroom and non-classroom settings. School activity documentation indicates that supervision outside the classroom still needs to be improved to maintain consistency.

Differences in approaches to rule enforcement also pose a challenge in program implementation. Interviews reveal that each teacher uses different methods in giving reprimands and guidance. A teacher stated that “the approach is adjusted to students’ characteristics, so the results are not always the same.” Observational data show variations in students’ responses to the applied rules. School policy documentation indicates that although rules are already established, their implementation still requires alignment in perception to be more effective.

The supporting factors in implementing the “5 Tepat” habituation include school policy support, teacher role modeling, collaboration among teachers, and parental involvement. The inhibiting factors include differences in students’ backgrounds, low internal awareness, limited supervision, and variations in rule enforcement approaches. Data from interviews, observations, and documentation indicate that the success of the program is highly influenced by the synergy between internal and external factors. Continuous strengthening efforts are needed to ensure that the “5 Tepat” habituation can be implemented optimally and comprehensively develop students’ discipline character. The factors influencing the success of the “5 Tepat” habituation consist of supporting and inhibiting factors, which are summarized in the following table

Table 3. Supporting and Inhibiting Factors

No	Supporting Factors	Inhibiting Factors
1	Principal support and school policies	Students' family background
2	Teachers as role models in discipline	Discipline awareness not yet fully developed
3	Collaboration among teachers	Differences in students' characteristics
4	Parental involvement	Limited supervision outside the classroom
5	Clear school regulations	Inconsistent implementation
6	Structured habituation programs	Students' habits at home

The data indicate that the success of the “5 Tepat” habituation is supported by the collaboration of all school members and the role modeling of teachers. The identified obstacles highlight the need to strengthen the role of families and improve consistency in implementing habituation within the school environment.

The implementation of the “5 Tepat” habituation at SD Negeri Cisuru 05 has been carried out systematically and integrated into the school culture. These findings are in line with Ayni et al. (2022), who state that habituation carried out repeatedly and consistently can shape lasting behavior. The initial stage of providing understanding serves as an essential foundation for building students' awareness of discipline. This is also supported by Lickona (2018), who emphasizes that character education must begin with value understanding before progressing to action. Strengthening character education requires a structured monitoring system and value implementation so that habituation can be optimally internalized by students (Fitriati et al., 2020). The initial stage of implementing “5 Tepat” aligns with character education principles that emphasize gradual internalization of values.

The repeated implementation of habituation through routine activities such as group prayers, classroom duties, and assignment submission demonstrates the effectiveness of the habituation method in fostering discipline. These findings are supported by Ayni et al. (2022), who show that consistent daily habituation can improve students' discipline character. Anggraeni et al. (2021) argue that continuous habituation leads to the formation of automatic behavior in students. This study is also consistent with Maela et al. (2023), who found that the habituation method is effective in instilling discipline and responsibility in students. Thus, the “5 Tepat” habituation can be seen as a concrete implementation of habituation theory in the context of elementary education.

In terms of punctuality, the findings indicate that most students have demonstrated discipline, although some are still inconsistent. This aligns with Hurlock (2016), who states that discipline is a developmental process requiring time and continuous practice. This finding is also relevant to Putra and Fathoni (2022), who highlight that discipline habituation requires ongoing reinforcement to become an embedded habit. The inconsistencies observed are part of the students' character development process.

In the aspects of being in the right place and having the right attitude, the findings show improvements in orderliness and positive behavior among students. This supports the view that discipline is closely related to adherence to social norms (Samsudin, 2019). These findings are also consistent with Indarwati (2020), who states that a positive school culture can shape students' discipline character. An orderly and conducive classroom environment is an important factor in supporting both effective learning and character development.

In terms of completing tasks appropriately, the findings indicate that some students are still inconsistent in completing and submitting assignments on time. This aligns with Andriani and Wakhudin (2020), who found a gap between expected character values and students' actual behavior. Kholidah et al. (2025) also emphasize that character formation is influenced by the interaction between individual and environmental factors, requiring time and consistency in implementation. This suggests that responsibility in completing tasks still needs further strengthening.

The persuasive approach used by teachers in enforcing rules and discipline shows positive results. This finding is consistent with Sulastri (2019), who argues that discipline is not solely about punishment but also about constructive guidance. Teacher role modeling is also a crucial factor in the success of character education, as students tend to

imitate the behavior demonstrated by their teachers (Kholidah et al., 2025). Therefore, the non-repressive approach applied in the “5 Tepat” habituation can more effectively build students’ awareness of discipline.

The implementation of habituation in the “5 Tepat” program is further supported by other studies emphasizing the importance of consistency in character formation. Ahsanulhaq (2019) states that continuous habituation can gradually shape students’ character through repeated internalization of values in daily life. This indicates that disciplined behavior is not formed instantly but through a continuous learning process. Tasya et al. (2024) found that structured daily habituation can enhance students’ discipline awareness, particularly when supported by supervision and reinforcement from teachers. These findings are consistent with this study, which shows that the “5 Tepat” habituation has a positive impact on the development of discipline character, although further strengthening is still needed in certain aspects. The success of habituation is determined not only by the frequency of implementation but also by consistency, teacher involvement, and a supportive learning environment.

Challenges in implementing the “5 Tepat” habituation, such as differences in students’ characteristics and low internal awareness, indicate that discipline cannot be developed instantly. These findings are supported by Kholidah et al. (2025), who state that character is shaped by the interaction between individual and environmental factors. Li et al. (2021) also emphasize that discipline is closely related to the development of self-control influenced by various factors. The diversity of students’ characteristics is therefore a natural challenge in the process of character education.

Supporting factors such as school policies, teacher role modeling, and parental involvement demonstrate that the success of the “5 Tepat” habituation is influenced by the synergy of multiple stakeholders. These findings are consistent with Alwi and Wardani (2021), who argue that character-based discipline development requires a supportive environment. Welsh (2024) also emphasizes that school discipline practices are influenced by various contextual factors. The success of the “5 Tepat” habituation program is therefore not solely dependent on the school but also on the support of families and the broader environment

CONCLUSION

This study shows that the “5 Tepat” habituation (right time, right place, right task, right rules, and right attitude) is an effective strategy for strengthening students’ discipline character in elementary schools. The program implementation is carried out systematically through stages of providing understanding, implementing habituation in routine activities, and reinforcing it through evaluation and reflection. The findings indicate that most aspects of discipline have developed well, particularly in the areas of right place, right rules, and right attitude, as reflected in classroom orderliness and students’ positive behavior. However, the aspects of right time and right task still require further strengthening, as they are not yet consistently demonstrated by all students.

The implementation of the program faces various challenges, including differences in students’ characteristics, low internal awareness, limited supervision, and the influence of the family environment. The success of the “5 Tepat” habituation is supported by clear school policies, teacher role modeling, collaboration among teachers, and parental involvement. The “5 Tepat” habituation can serve as an effective model for strengthening discipline character when implemented consistently, collaboratively, and sustainably with the support of all school members and the family environment

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