



Implementation Of Teacher Role-Modeling-Based Habituation Activities In Developing Discipline Among 5–6-Year-Old Children In Group B At RA Al Fikri Sukanagara

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Author Information

Hera Siti Nurjanah

llatea170585@gmail.com

Sekolah Tinggi Ilmu Tarbiyah Al-Azami Cianjur

Eva Manfaatin Kartadinata

bundava28@gmail.com

Sekolah Tinggi Ilmu Tarbiyah Al-Azami Cianjur

Ika Rustika Zainah

ik4rustika@gmail.com

Sekolah Tinggi Ilmu Tarbiyah Al-Azami Cianjur

Abstract

Discipline in early childhood needs to be formed through concrete examples, repeated routines, and consistent guidance from teachers. This study aims to describe the implementation of habituation activities based on teacher exemplary behavior in shaping the discipline of children aged 5-6 years in Group B at Raudhatul Athfal Al Fikri Sukanagara. This study used a descriptive qualitative method. The research subjects consisted of the principal, one Group B teacher, and children aged 5-6 years. Data were collected through observation, interviews, and documentation. The data were analyzed through data reduction, data presentation, and conclusion drawing, while data validity was strengthened through source and technique triangulation. The findings show that discipline was developed through daily routines, such as arriving on time, greeting, lining up, praying, following classroom rules, waiting for turns, tidying up learning tools, maintaining cleanliness, and completing activities according to teacher instructions. Teacher exemplary behavior appeared through punctuality, polite speech, readiness to teach, neatness, and consistency in applying classroom rules. The study also found that children showed different responses because of differences in character, home habits, and self-control. This study concludes that teacher exemplary behavior is an important basis for habituation activities because children understand discipline more easily through actions they see, experience, and repeat every day.

Keywords: *Daily Routines; Teacher Modeling; Early Discipline; Preschool Learners; Character Formation*

INTRODUCTION

Discipline is a fundamental aspect of character development in early childhood. At the age of 5–6 years, children begin to learn how to follow rules, wait for their turn, organize learning materials, follow teachers' instructions, arrive on time, and complete activities according to classroom agreements. These behaviors do not develop automatically; rather, children require consistent guidance, repeated practice, and positive learning environments. In early childhood education settings, teachers play a crucial role because young children tend to imitate the behaviors of adults who are closely involved in their daily lives. According to Rusiadi (2024), habituation methods are particularly effective for children aged 5–6 years because they are at a developmental stage characterized by a

strong tendency to observe, imitate, and repeatedly practice behaviors encountered in everyday activities.

The development of discipline in Raudhatul Athfal (RA) institutions cannot rely solely on verbal instructions or written rules. Children need concrete examples of disciplined behavior demonstrated by their teachers. Teachers who arrive on time, communicate politely, maintain cleanliness and order, comply with classroom regulations, and consistently provide guidance serve as role models whose behaviors are easily understood and imitated by children. Research by Ngaisah et al. (2023) found that teacher role modeling plays a significant role in character habituation among children in Islamic kindergarten settings, particularly when teachers embody character values through their daily actions and instructional practices. This finding suggests that habituation and teacher modeling should function as complementary strategies rather than as separate approaches (Rohmatin et al., 2025). From a social learning perspective, children acquire behavioral patterns through observation and imitation of significant adults. Therefore, teacher role modeling provides a practical foundation through which habituation activities can be implemented more effectively and consistently.

Several previous studies have examined habituation practices and discipline development in early childhood education. Muslimah and Pramudyani (2023) investigated routine, spontaneous, and role-modeling-based habituation activities to foster discipline among children aged 5–6 years at RA Perwanida IV Rade. Similarly, Ernawati and Ismail (2026) emphasized that habituation-based learning activities, such as collective prayer, greeting others, queuing, maintaining cleanliness, and practicing punctuality, contribute to the development of disciplinary and religious values from an early age. Furthermore, Nurazizah et al. (2026) highlighted the teacher's role as an educator, facilitator, and mentor in cultivating discipline through behavioral examples and continuous guidance during school activities (Rahmat et al., 2025). Although these studies have demonstrated the importance of habituation and teacher involvement, they generally examine these aspects within broader character education frameworks and do not specifically investigate how teacher role modeling serves as the central mechanism for habituation-based discipline development.

Building upon these studies, the present research occupies a more specific position. Previous investigations have generally discussed habituation, teacher role modeling, child discipline, and reward–punishment strategies as separate or broad themes. This study specifically focuses on the implementation of teacher role-modeling-based habituation activities in fostering discipline among Group B children aged 5–6 years at RA Al Fikri Sukanagara. The research gap addressed in this study lies in the limited empirical evidence regarding the integration of teacher role modeling and habituation practices as a unified strategy for developing discipline in Islamic early childhood education settings. The novelty of this research lies in positioning teacher role modeling as the primary foundation for habituation practices aimed at developing discipline within the context of a Raudhatul Athfal institution. This study also contributes to the literature by providing an in-depth description of

how teacher role modeling is translated into daily habituation activities and how these practices influence children's disciplinary behaviors. The study involves the principal, one Group B classroom teacher, and children aged 5–6 years as the primary sources of data. Therefore, this research aims to describe the implementation of teacher role-modeling-based habituation activities, identify the forms of disciplinary behavior demonstrated by children, and examine the factors that support and hinder the development of discipline among Group B children at RA Al Fikri Sukanagara. The findings are expected to provide practical insights for teachers and school administrators in designing effective discipline-building programs through role-modeling-based habituation activities in Islamic early childhood education institutions.

METHODS

This study employed a descriptive qualitative approach (Naamy, 2019). This approach was selected because the research focused on providing an in-depth description of the implementation of teacher role-modeling-based habituation activities in developing discipline among children aged 5–6 years. The study was not intended to test hypotheses but rather to understand the processes, activity patterns, children's behaviors, and the supporting and inhibiting factors that emerged in daily school activities. A descriptive qualitative design was considered appropriate because it enabled the researcher to explore participants' experiences, behaviors, and interactions within their natural educational setting, thereby providing a comprehensive understanding of the phenomenon under investigation.

The research was conducted at RA Al Fikri Sukanagara. This site was chosen because habituation activities constitute an integral part of the daily learning experiences of Group B children. The research participants consisted of the principal, one Group B classroom teacher, and Group B children aged 5–6 years. The principal was selected as a key informant due to their knowledge of school policies, habituation programs, and institutional culture. The Group B teacher was selected because of their direct involvement in implementing habituation activities and fostering children's discipline. The Group B children served as the primary subjects of observation, as their disciplinary behaviors were the main focus of the study. Participants were selected using purposive sampling, as they possessed direct experience and relevant information related to the implementation of teacher role-modeling-based habituation activities.

Data were collected through observation, interviews, and documentation (Luthfiyah, 2018). Observations were conducted to examine habituation activities carried out at school, including arriving on time, greeting others, praying before and after activities, queuing, organizing learning and play materials, following classroom rules, maintaining cleanliness, and completing tasks according to the teacher's instructions. Observations also focused on teachers' role-modeling behaviors, such as how teachers demonstrated appropriate conduct, communicated with children, displayed discipline, guided students, and consistently enforced classroom rules. The observations were conducted

repeatedly during the research period to capture the consistency of habituation practices and children's disciplinary behaviors in everyday classroom activities.

Interviews were conducted with the principal and the Group B classroom teacher. Interviews with the principal focused on habituation programs, school regulations, institutional support, and policies related to the development of children's discipline. Interviews with the Group B teacher explored the forms of habituation activities, strategies used to model disciplined behavior, children's responses, challenges encountered during implementation, and approaches used to help children develop disciplined habits. The interviews were conducted face-to-face using open-ended questions, allowing participants to provide detailed explanations of their experiences and perspectives.

Documentation was used to complement the data obtained through observations and interviews. The documents reviewed included the school profile, daily activity schedules, classroom regulations, learning activity records, photographs of school activities, and other documents related to habituation activities and children's discipline. Documentation enabled the researcher to examine the consistency between written programs, classroom implementation, and children's actual behaviors in daily activities.

The researcher served as the primary research instrument. To facilitate data collection, observation guides, interview guides, and documentation guides were utilized. The observation guide focused on teacher role modeling, habituation activities, and children's disciplinary behaviors. The interview guide contained questions regarding the implementation of habituation activities, forms of teacher role modeling, changes in children's behavior, and the supporting and inhibiting factors influencing the development of discipline. The documentation guide was used to record and organize documents relevant to the research focus. To minimize researcher bias, data obtained from different sources and techniques were continuously compared and verified throughout the research process.

Data were analyzed through three stages: data reduction, data display, and conclusion drawing. During the data reduction stage, the researcher selected and organized data relevant to the study focus, namely habituation activities, teacher role modeling, and children's discipline. During the data display stage, the data were presented in a narrative format to facilitate the identification of relationships among findings. During the conclusion-drawing stage, the researcher interpreted the data to identify patterns in the implementation of teacher role-modeling-based habituation activities in developing discipline among children aged 5–6 years at RA Al Fikri Sukanagara. Data coding was conducted by grouping similar information into categories related to habituation activities, teacher role modeling, disciplinary behaviors, supporting factors, and inhibiting factors. These categories were then interpreted to generate broader themes and patterns that addressed the research objectives.

The trustworthiness of the data was ensured through technique triangulation and source triangulation. Technique triangulation was conducted by comparing data obtained from observations, interviews, and documentation. Source triangulation was carried out by comparing information

gathered from the principal, the Group B teacher, and observations of the children. Through these procedures, the data provided a comprehensive and credible representation of the research context and findings. In addition, ethical considerations were observed throughout the study. Permission to conduct the research was obtained from the school administration, and all participants were informed about the purpose of the study. Particular attention was given to protecting the privacy and well-being of the children involved in the research.

RESULTS AND DISCUSSION

The findings revealed that habituation activities at RA Al Fikri Sukanagara were implemented through daily routines closely connected to children's everyday experiences. These activities were evident from the moment children arrived at school, entered the classroom, participated in opening activities, engaged in play, organized learning materials, washed their hands, prayed, waited in line, and prepared to go home. Teachers not only provided verbal instructions but also demonstrated the expected behaviors directly. They greeted children warmly, used polite language, arrived early, prepared learning materials, and reminded children in a calm and supportive manner. Observational data indicated that children were more likely to follow classroom routines when teachers consistently demonstrated the expected behaviors rather than merely providing verbal instructions.

The development of discipline was fostered through routine habituation activities. Children were encouraged to arrive on time, place their bags in designated areas, line up before entering the classroom, recite prayers, follow playground and classroom rules, and tidy up materials after use. These activities were repeated daily to help children become familiar with the sequence of school routines. Children who initially required frequent reminders gradually demonstrated behavioral improvements. Some began entering the classroom calmly without running, waiting patiently for their turn during activities, and returning toys and learning materials to their proper places. These findings suggest that repeated exposure to structured routines contributed to the gradual internalization of disciplinary behaviors rather than simple compliance with classroom regulations.

Teacher role modeling emerged as a crucial component of the habituation process. Teachers demonstrated disciplined behavior through simple but meaningful actions. They arrived before the children, prepared classroom activities in advance, communicated in a calm and orderly manner, and adhered to the same rules expected of the children. When asking children to organize toys and materials, teachers actively participated by demonstrating how items should be properly stored. Likewise, when encouraging children to queue, teachers modeled appropriate line formation and allowed children to follow voluntarily without pressure. This finding highlights the novelty of the study, namely that teacher role modeling functioned as the primary foundation of habituation activities rather than merely serving as a supporting strategy.

Children's disciplinary behaviors were reflected in several observable actions. They gradually developed an understanding of activity schedules, followed teachers' instructions, completed simple tasks, maintained neatness, and complied with classroom regulations. Children also began to demonstrate responsibility for their personal belongings. However, disciplinary behavior was not consistently displayed by all children. Some still required repeated reminders, particularly during free-play periods, transitions between activities, and situations requiring them to wait their turn. Several children followed rules more effectively when the teacher was nearby but became less orderly when the teacher's attention shifted to other students. This variation indicates that the process of discipline development among young children occurs gradually and is influenced by individual developmental readiness.

Supporting factors for the implementation of disciplinary habituation at RA Al Fikri Sukanagara included active teacher involvement, simple and understandable classroom rules, repetitive daily routines, and a learning environment that was responsive to children's developmental needs. Teachers were familiar with each child's characteristics, enabling them to provide guidance tailored to individual needs. The principal also supported habituation activities through school regulations and guidance encouraging teachers to consistently integrate discipline-building practices into daily activities. These findings demonstrate the importance of institutional support in ensuring the sustainability of character-building programs in early childhood education settings.

Several inhibiting factors were identified, including differences in children's personalities, home habits, and the limited amount of time available for teachers to provide individual guidance. While some children were accustomed to following rules, others were more easily distracted. Certain children required a more personalized approach because they had difficulty regulating their behavior during play activities. Teachers also faced challenges in maintaining classroom order, assisting children who had not yet developed independence, and ensuring that all children participated in activities according to established expectations. These challenges indicate that discipline development is influenced not only by school-based interventions but also by family environments and individual developmental characteristics.

The findings indicate that fostering discipline among children aged 5–6 years becomes more effective when teachers provide direct behavioral examples. Children not only hear the rules but also observe disciplined behavior through the actions of their teachers. This finding is consistent with Ngaisah et al. (2023), who argued that teacher role modeling plays a significant role in character habituation within Islamic early childhood education settings. At RA Al Fikri Sukanagara, role modeling was reflected in the way teachers welcomed children, prepared classroom environments, complied with school regulations, and demonstrated orderly behavior throughout learning activities. However, unlike previous studies, the present research specifically positions teacher role modeling as the central mechanism through which habituation activities are implemented and sustained.

Routine habituation activities also helped children understand the structure of daily school routines. Children became increasingly aware of appropriate times for lining up, praying, waiting in line, playing, organizing materials, and following teacher instructions. These findings support those of Muslimah and Pramudyani (2023), who concluded that routine, spontaneous, and role-modeling-based habituation activities can effectively promote discipline among children aged 5–6 years. However, the present study places greater emphasis on teacher role modeling as the primary foundation of habituation activities rather than merely one component of the habituation process. The findings further indicate that repetitive routines facilitate the transformation of external guidance into self-regulated behavior.

The results further demonstrate that children aged 5–6 years require consistent repetition to internalize disciplinary behaviors. Providing explanations only once is insufficient. Teachers must repeatedly reinforce rules, demonstrate appropriate behavior, and guide children through real-life situations. This finding aligns with Rusiadi (2024), who noted that habituation methods are particularly effective for children aged 5–6 years because they are highly inclined to imitate and repeat behaviors encountered in daily life. At RA Al Fikri Sukanagara, repetition was evident in simple routines such as storing bags, washing hands, organizing toys, and waiting for turns. This process reflects the developmental characteristics of early childhood, in which learning occurs through observation, imitation, and repeated practice.

A major strength of this study lies in its detailed portrayal of the relationship between teacher role modeling and disciplinary habituation within children's daily activities. The findings extend beyond identifying habituation practices by illustrating how teachers actively participate in implementing and modeling classroom rules alongside children. The study contributes to the literature on Islamic early childhood education by demonstrating that teacher role modeling can function as the primary basis for habituation activities aimed at developing discipline among children aged 5–6 years. However, the study is limited to a single RA institution and one age group, making the findings highly contextual to RA Al Fikri Sukanagara. Variations in school environments, teacher practices, and children's home experiences may produce different outcomes in other educational settings. Future research should involve multiple institutions and broader participant groups to enhance the generalizability of the findings.

CONCLUSION

This study demonstrates that teacher role-modeling-based habituation activities play a significant role in developing discipline among Group B children aged 5–6 years at RA Al Fikri Sukanagara. Children's discipline was fostered through repetitive daily routines, including arriving on time, greeting others, lining up, praying, following classroom rules, waiting for their turn, organizing play materials, maintaining cleanliness, and completing activities according to the teacher's instructions. Teachers not

only provided guidance but also modeled disciplined behavior directly through punctuality, polite communication, preparedness for teaching, neatness, and consistency in implementing classroom regulations.

The findings confirm the achievement of the research objectives, namely: (1) describing the implementation of teacher role-modeling-based habituation activities, (2) identifying the forms of disciplinary behavior demonstrated by children, and (3) examining the supporting and inhibiting factors influencing discipline development among Group B children at RA Al Fikri Sukanagara. The results indicate that discipline development becomes more effective when habituation activities are supported by consistent teacher role modeling rather than relying solely on verbal instructions. Children were able to observe, imitate, and repeatedly practice disciplined behaviors in authentic daily situations, enabling them to understand and apply classroom rules more meaningfully.

The novelty of this study lies in positioning teacher role modeling as the primary foundation of disciplinary habituation activities. Previous studies have generally examined habituation, teacher role modeling, discipline, and reward–punishment strategies separately or within broader contexts. This study offers a more specific perspective by investigating how disciplinary habituation is implemented through teachers' direct behavioral examples within a Raudhatul Athfal setting. The originality of the research is reflected in its focus on the daily practices of the Group B classroom teacher, the support provided by the school principal, and the responses of children aged 5–6 years throughout the process of discipline development at RA Al Fikri Sukanagara. Unlike previous studies that primarily discussed habituation as a routine educational strategy, this study demonstrates that teacher role modeling functions as the central mechanism through which disciplinary values are internalized by children. This contribution enriches the existing literature by providing empirical evidence that consistent behavioral modeling strengthens the effectiveness of habituation practices in early childhood education settings.

From a theoretical perspective, this study contributes to the advancement of early childhood education research, particularly in the area of character education through habituation and teacher role modeling. The findings strengthen the understanding that young children are more likely to internalize disciplinary values through behaviors that they observe, experience, and repeatedly practice in their daily lives. The study further supports social learning perspectives by showing that the process of discipline formation occurs through continuous observation, imitation, reinforcement, and repeated participation in structured daily routines. Through this process, disciplinary behaviors gradually become internalized as part of children's everyday habits rather than merely responses to teacher instructions. From a practical perspective, the results may serve as a reference for teachers in Raudhatul Athfal, kindergarten, and other early childhood education institutions in designing habituation activities that are simple, consistent, and closely connected to children's everyday experiences.

The social implications of this study highlight the importance of collaboration between schools and families in fostering children's discipline. Children who develop disciplined habits at school require similar reinforcement at home to ensure that positive behaviors are maintained beyond the classroom environment. From a cultural perspective, habituation practices such as greeting others, praying, queuing, maintaining cleanliness, and respecting rules contribute to the development of an orderly, religious, and child-friendly school culture. From an environmental perspective, habits related to cleanliness and organizing learning materials can foster children's awareness and responsibility toward their surroundings from an early age. From an economic perspective, disciplinary habituation helps children learn to value time, personal belongings, and school facilities. In terms of educational development, the findings may provide a foundation for early childhood education institutions to design more structured, child-centered, and developmentally appropriate habituation programs that support the cultivation of discipline in young learners. Practically, teachers are encouraged to consistently model disciplined behavior during daily interactions, schools are encouraged to strengthen institutional support for habituation programs, and parents are encouraged to reinforce similar disciplinary routines at home to ensure continuity between school and family environments.

This study was limited to one Raudhatul Athfal institution and focused exclusively on Group B children aged 5–6 years. Therefore, the findings may not fully represent other early childhood education settings with different cultural, social, and institutional characteristics. Future studies are recommended to involve multiple schools, larger participant groups, and diverse educational contexts to examine the broader applicability of teacher role-modeling-based habituation practices. Further research may also explore the long-term effects of teacher role modeling on children's discipline development and investigate its relationship with other aspects of character education, such as responsibility, independence, and social competence.

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