



PKM ENHANCING STUDENTS CHARACTER THROUGH THE 7 KEBIASAAN ANAK INDONESIA HEBAT PROGRAM AT SMP NEGERI 28 BATAM, INDONESIA

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Abstract: Students are individuals who are in the process of learning to develop their potential, both in terms of knowledge, attitudes, and skills. In the context of implementing the 7 Habits of Great Indonesian Children (KAIH), students are not only seen as recipients of knowledge, but also as subjects who actively build character, discipline, independence, and leadership from an early age. The purpose of this Community Service (PKM) activity is to instill character values and positive habits in students through the implementation of 7 KAIH, so that they are able to apply 7 KAIH in their daily lives both at school and in the family and community environment. PKM was carried out from September to October 2025 involving 48 students of class VIII I of SMP Negeri 28 Batam. Partners involved in this PKM consisted of the principal, vice principal for student affairs, homeroom teachers, parents. The results of this PKM show that the implementation of 7 KAIH can improve student discipline, foster a cooperative attitude, encourage independence in learning, and foster a love for culture and the nation. Thus, the implementation of 7 KAIH has proven effective in shaping students into the next generation with great character, competitiveness, and readiness to face future challenges.

Keyword: Character education, 7 Habits, student discipline

INTRODUCTION

SMP Negeri 28 Batam was established on February 28, 2006, located in Taman Raya Housing Phase IV, Belian Village, Batam Kota District, Batam City, Riau Islands Province. SMP Negeri 28 Batam has continued to grow and progress since being entrusted by the Ministry of Education, Culture, Research, and Technology as a Generation I Driving School in 2021, which became a catalyst for realizing the national education vision. SMP Negeri 28 Batam is a school that focuses on developing student learning outcomes holistically by realizing the dimensions of the profile of competent graduates with superior character, through Intra, Extra, and Co-curricular programs as well as various excellent practice programs. SMP Negeri 28 Batam is part of the Driving School and implements project-based learning related to strengthening the character and profile of Pancasila students, such as the theme of Bhinneka Tunggal Ika, sustainable lifestyles, and local wisdom.



Based on the Basic Education Data (Dapodik), SMP Negeri 28 Batam experienced a significant increase in the number of students from year to year. Empirically, the total number of students at SMP Negeri 28 Batam in 2025 was 1,128 people consisting of 338 people in grade VII, 415 people in grade VIII and 375 people in grade IX with a total of 25 study groups (Rombel) consisting of 8 groups in grade VII, 9 groups in grade VIII and 8 groups in grade IX. In addition, the number of teachers at SMP Negeri 28 Batam was 37 people and the number of educational staff was 7 people.

The government, through the Ministry of Primary and Secondary Education (Kemendikdasmen), launched the Seven Habits of Great Indonesian Children (7KAIH) as a character-building effort to welcome the Golden Generation of Indonesia 2045 and realize Asta Cita as the mission of the government of President Prabowo and Vice President Gibran. 7KAIH consists of waking up early, praying, exercising, eating healthy, loving learning, being social, and going to bed early (Kemendikdasmen, 2025a). The 7KAIH movement is designed as a strategic way to shape individuals with academic intelligence and solid character, which will be the foundation for the nation's progress in the future (Anwar & Mulya, 2025). The implementation of 7KAIH aims to create superior human resources who possess the eight main characteristics of the nation, namely religious, moral, healthy, intelligent and creative, hardworking, disciplined and orderly, independent, and useful (Kemendikdasmen, 2025a). 7KAIH can serve as an effective approach in internalizing character values. The 7KAIH program can shape individual lifestyle patterns, character, values, and identity (Kemendikdasmen, 2025a). Individual habits are influenced by the social environment, as Pierre Bourdieu expressed in the concept of Habitus. These habits are formed through the norms, ethics, and values existing within a particular community. Over time, these habits spread and become part of social interaction patterns (Hillier & Rooksby, 2010). The urgency of this research lies in the urgent need to create a structured and applicable character education framework, with a focus on habit formation. Previous research has shown that the implementation of character strengthening through school culture and thematic programs is often hampered by the lack of an approach that emphasizes real habits in the daily lives of students (Lubis, 2019; Indarwati, 2020).

The purpose of this article is to conduct a systematic study on strengthening students' character through the concept of the Seven Habits of Great Indonesian Children, and to analyze its relevance to the achievement of the Golden Generation of 2045. Theoretically, it is hoped that this article can enrich the study of character education that focuses on habit formation, while



practically, it provides implementation recommendations for teachers, policy makers, and educational institutions in an effort to shape a quality young generation of Indonesia to face the future.

METHODOLOGY

This Community Service (PKM) activity was conducted at SMP Negeri 28 Batam. SMP Negeri 28 Batam is located in the Taman Raya Housing Complex Phase IV, Belian Village, Batam Kota District, Batam City. This PKM was conducted from September 8 to October 10, 2025, involving 48 students of class VIII I of SMP Negeri 28 Batam. Below is a photo of SMP Negeri 28 Batam.



Figure 1. Photo of the Building of SMP Negeri 28 Batam

This PKM takes the form of monitoring a student liaison book to monitor the 7 KAIH activities carried out by students. The PKM is implemented in a managerial manner, consisting of planning, organizing, implementing, controlling (monitoring), and evaluating. The following is a descriptive explanation of the PKM implementation stages:

1. Planning

The planning stage is the main foundation for implementing PKM, ensuring that activities are systematic, focused, and achieve the desired goals. Several strategic steps are taken at this stage, including:

a. Analysis of the School's Situation and Needs

The PKM implementation team conducted initial observations and interviews with the principal, vice principal for student affairs, and homeroom teachers to identify student



character issues. It was found that some students still lacked discipline, responsibility, and lacked consistent positive habits.

b. Formulation of Activity Goals and Targets

Based on the analysis, the goal of PKM was set: strengthening student character through internalizing the 7 KAIH (Waking Up Early, Worshipping, Exercising, Eating Healthy and Nutritious Food, Enjoying Learning, Being Social, and Going to Bed Early). The target audience was all students of SMP Negeri 28 Batam, with teachers involved as facilitators and supervisors of character activities.

c. Program Design and Activity Schedule

The PKM team prepared an activity plan consisting of:

- Socialization of the 7 KAIH for teachers and students
- Implementation of daily activities through student contact books
- Monitoring and strengthening character through checking contact books
- Reflection and evaluation of student behavior based on contact books

The activity schedule is arranged for 5 weeks with the division of activities per week as shown in the following table:

No	Activity	Execution Time	Information
1	Socialization of 7 KAIH and procedures for filling out the liaison book	September 6, 2025	
2	Monitoring I liaison book	September 13, 2025	
3	Monitoring II liaison book	September 20, 2025	
4	Monitoring III liaison book	September 27, 2025	
5	Monitoring IV liaison book	October 4, 2025	
6	Evaluation of student character based on the liaison book	October 10, 2025	

d. Coordination and Formation of the School Implementation Team

A school-based implementation team was formed, consisting of the vice principal for student affairs, homeroom teachers, and parents. Coordination was carried out to allocate tasks, such as student data collection, activity reporting, and character development.

2. Organizing

This organizing stage involves determining or dividing tasks, responsibilities, and authorities as outlined in the eight-session mixed-use training. The division of tasks is as follows:



Table 1. Division of Duties and Authority

No	Komponen	Tugas
1	The Principal	Approve the implementation of student character strengthening activities and ensure that homeroom teachers actively monitor student character development through liaison books.
2	The Vice Principal for Student Affairs	Monitoring of students' 7 KAIH activities is conducted through the liaison book, accompanied by guidance and mentoring for students who have not yet consistently implemented the 7 KAIH principles.
3	Homeroom Teacher	Monitor and record the implementation of 7 KAIH every week through a liaison book and provide feedback on activities that have been carried out by students and actively communicate with parents to verify student activities at home.
4	Parents of Students	Accompanying and verifying children's activities at home in implementing the 7 KAIH and providing signatures as a form of supervision of children's activities at home.

3. Implementation

The implementation stage is the actual implementation of the previously prepared activity plan. Implementation is carried out through integrated activities including outreach, monitoring, and evaluation. The details are as follows:

- a. Initial Socialization and Training
 - The PKM team, together with the school, conducted outreach to teachers, students, and parents about the goals and benefits of implementing the 7 KAIH.
 - This activity included seminars, interactive discussions, and training on developing character-based textbooks.
- b. Implementation of Students' Daily Habits

Students begin implementing 7 habits in their daily lives, both at home and at school:

 - Waking Up Early & Praying: Teachers and parents monitor student discipline through a contact book.



- Exercising & Eating Healthy: Weekly morning exercise and the "Bekal Sehat Bersama" program are conducted.
 - Love Learning: Weekly reading corners and short reading competitions are held.
 - Community Engagement: Students are involved in social activities such as community service, community service, and the Adiwiyata program.
 - Sleeping Early: Monitored through a habit log at home.
- c. **Teacher Guidance and Habituation**
- Teachers play an active role as guides and role models in implementing the 7 KAIH. Each homeroom teacher conducts weekly reflections with students to discuss character development and challenges encountered.
- d. **Collaboration with Parents**
- Parents are provided with guidance on continuing character development at home. Communication is conducted through group discussions and daily reports in the student contact book.
- e. **Activity Documentation**
- Each activity is documented with photographs.

4. Controlling

The controlling stage aims to ensure that all activities run according to plan and achieve the target of strengthening student character. The steps include:

- a. **Monitoring**
- The PKM team conducted field visits and observations in class VIII C to ensure the implementation of the 7 KAIH program. Teachers completed weekly student character development observation sheets.
- b. **Student Development Assessment**
- Assessment was based on character indicators such as discipline, responsibility, caring, and cooperation. Character scores were taken from liaison book notes, teacher observations, and student reflections.
- c. **Program Review**
- Every month, a joint review was held between the PKM team, the principal, the vice principal for student affairs, and the homeroom teacher to review activity results, identify obstacles, and determine corrective actions.



d. Rewards and Motivation

Students who demonstrated the best character development were awarded awards such as "Great Child of the Month" to motivate other students.

5. Evaluation

The evaluation stage is conducted to assess the success of the PKM implementation and its impact on student character change. Evaluation is conducted by observing the development of student character change through weekly monitoring of the student's contact book. The evaluation stages are as follows:

a. Process and outcome evaluation

- The process evaluation examines the implementation of each of the 7 KAIH indicators.
- The outcome evaluation assesses changes in student behavior based on the 7 KAIH indicators.

b. Data collection and analysis

Data is collected from:

- Student contact book
- Activity documentation

c. Reflection and feedback

The evaluation results are discussed with the PKM team and the school team to determine the program's success and aspects that need improvement.

RESULTS AND DISCUSSION

Based on the PKM activities that have been carried out from September 8 – October 10, 2025 through monitoring activities of student liaison books at SMP Negeri 28 Batam.

The Urgency of Character Education in PKM Strengthening Student Character through the 7 Habits of Great Indonesian Children (7 KAIH)

Character education is a system that instills character values in students by providing guidance in the form of character and moral development (Alivia & Sudadi, 2023). Character education seeks to create new habits in life, so that students can be aware of and practice goodness for themselves every day (Setiawan et al., 2021). Collaboration between teachers and parents is a key factor in the success of character education (M. S. Hadi, 2025). One form of collaboration



between teachers and parents in character education is the implementation of the Seven Habits of Great Indonesian Children, initiated by the Minister of Primary and Secondary Education, Prof. Dr. Abdul Mu'ti, M.Ed.

Character education is the primary foundation for developing a young generation with noble character, competitiveness, and responsibility towards themselves and their environment. In the context of current developments and global challenges, education must not only focus on cognitive aspects but also instill moral and spiritual values.

The Community Service Program (PKM), which focuses on strengthening student character through the implementation of the 7 Habits of Great Indonesian Children (7 KAIH), has demonstrated positive results in changes in attitudes, behavior, and ways of thinking. Students have begun to show improvements in discipline, responsibility, and self-awareness. Implementing habits such as "I am an honest and responsible child" and "I am a respectful and caring child" fosters character values that are reflected in their daily school life.

Teachers also play an active role as role models and facilitators in guiding students in implementing each habit. Through reflective activities, daily habits, and collaboration between teachers, students, and parents, a character-based and enjoyable learning environment is created.

The implementation of the 7 KAIH within PKM has had a significant impact on fostering a positive school climate. Students become more active, take initiative, and develop a strong sense of social responsibility. Teachers and other educational staff are also encouraged to adapt their learning strategies to further instill character values in every learning activity.

The implication is that schools can incorporate the 7 KAIH into their operational curriculum (KOS) and school culture, and serve as behavioral guidelines for all members of the school community. This way, character building becomes more than just a ceremonial activity, but is embedded in daily life and becomes the school's identity.

Strategy for Implementing the Seven Habits of Great Indonesian Children

A person's character can be shaped through early habits, where both good and bad habits instilled in childhood tend to persist into adolescence and adulthood (Sinulingga, 2025). The government, through the Ministry of Primary and Secondary Education, has taken a strategic step to build character by launching the Seven Habits of Great Indonesian Children program, a strategic step to integrate good habits into Indonesian students. Habits are repeated routines that become a person's identity (Hendrisab, 2023). The Seven Habits of Great Indonesian Children



include waking up early, praying, exercising, eating healthy and nutritious food, enjoying learning, being social, and going to bed early (Kemendikdasmen, 2025a).

The purpose of the 7 KAIH program is to develop positive character traits that contribute to increased productivity, improved quality of life, and overall well-being. Habits that encompass discipline, social awareness, a healthy lifestyle, and careful management of time and resources are expected to contribute to the advancement, competitiveness, and harmony of the Indonesian nation, serving as a foundation for the golden generation of 2045 (Nur et al., 2025).

The implementation of the 7 KAIH at SMP Negeri 28 Batam through the monitoring of student liaison books has become a strategic step in fostering sustainable positive character development. Through collaboration among the school, teachers, and parents, students have become accustomed to practicing the values of discipline, responsibility, care, and physical as well as mental well-being in their daily lives. This program not only cultivates positive habits but also strengthens a school culture rooted in character education, supporting the national education vision to shape the dimensions of the Student Graduate Profile. The following section presents documentation of character-strengthening activities implemented through the 7 KAIH program at SMP Negeri 28 Batam.



Figure 2. Photo of PKM Activities

These habits reflect essential values that are expected to serve as a foundation for students' individual and social development. Therefore, integrating positive habits into the educational ecosystem is a strategic step towards creating a generation with character and global



competitiveness, contributing to society. Referring to the discussion above, the Seven Habits of Great Indonesian Children is outlined below:

1. Waking Up Early

Waking up early is the habit of waking up between 4:00 and 6:00 a.m. The habit of waking up early will foster discipline and a crucial mental attitude for initiating productive activities, improving self-control and peace of mind, supporting mental and physical health, and a regular lifestyle, as well as establishing a biological clock from an early age (Kemendikbud, 2025a). The strategy for implementing this early-morning wake-up activity is for teachers to monitor students' wake-up times through a contact book, while parents provide motivation for improvement if tardiness occurs. The expected indicators of success of this early-morning wake-up activity are a reduction in tardiness and an increase in attendance discipline.

2. Worship

Worship is an activity of devotion and obedience to God Almighty in accordance with one's beliefs and teachings. Worship serves as a bridge connecting individuals with God and enhances ethical, moral, faith, and social values. Through worship, individuals can better understand the meaning of life and find a clearer direction. Furthermore, worship also strengthens a sense of togetherness and solidarity within the community and continuously enhances personal capacity (Kemendikdasmen, 2025a).

The habit of worship in schools can be instilled through religious songs, role-playing, a comfortable worship environment, and easy-to-understand teaching, with parental support through stories and role models (Kemendikdasmen, 2025c). Habitual worship fosters individuals with faith, gratitude, and noble character. Strategies for implementing worship activities include holding religious time every Friday morning and recording daily worship activities in a book, which can help strengthen students' religious character. Meanwhile, the expected success indicators of worship activities are that students can carry out worship regularly and improve their polite, honest and respectful attitudes towards others.

3. Exercise

Exercise is a physical activity aimed at maintaining fitness, health, and balance. Exercise has various benefits, including improving physical fitness, building strong bones and muscles, boosting the immune system, improving heart and lung health, improving mental health, improving sleep quality, and enhancing concentration and academic achievement (Karina Nur



Safitri et al., 2024). Implementing exercise habits in schools at the junior high school (SMP) level can be done through organizing sports competitions and routine activities such as morning exercise or fun walks. Students can also be introduced to various types of sports to increase their interest in physical activity (Kemendikdasmen, 2025c).

Regular exercise can foster a healthy lifestyle and foster sportsmanship. Strategies for implementing exercise activities include the Saturday Healthy Exercise program and inter-class sports competitions that encourage fitness and teamwork. The expected indicators of success for exercise activities are that students exercise weekly and demonstrate high enthusiasm for physical activity.

4. Healthy and Nutritious Eating

Healthy and nutritious eating is a regular eating pattern with complete and balanced nutrition to support physical and mental health, especially important for elementary school students (Shalahuddin et al., 2025). During this period, children experience rapid physical, motor, psychological, and emotional development, requiring optimal nutritional intake (Susilowati et al., 2022). Research by Alfarisi et al. (2020) shows that students who regularly eat breakfast have higher academic achievement than those who do not. Malnutrition can interfere with physical growth and brain development (Fauzan et al., 2021).

Implementation of healthy eating patterns at the junior high school level is implemented through discussions, videos, infographics, challenges such as "7 Days of Healthy Breakfast," healthy canteens, and creative campaigns using songs and social media (Kemendikdasmen, 2025c). Healthy eating patterns support optimal growth and development and concentration in learning. Strategies for implementing healthy and nutritious eating programs include schools collaborating with the School Health Unit (UKS) to provide balanced nutrition education and a Healthy Lunch from Home program. The expected success indicators for healthy and nutritious eating programs include students' ability to choose nutritious foods and a decrease in illnesses caused by poor diet.

5. Love of Learning

Love of learning is the habit of increasing knowledge, skills, and insight with enthusiasm, enjoyment, and a strong desire (Kemendikdasmen, 2025a). Students who consistently love learning will also develop strong self-regulated learning. Research by Harahap (2023) shows that students who regularly and love learning will improve their self-regulated learning, impacting learning outcomes. Implementing the habit of love of learning at the junior high



school level is instilled through reading habits, fun learning methods such as games and projects, learning communities, educational technology, and clear learning objectives (Kemendikdasmen, 2025c).

The habit of independent learning fosters curiosity and achievement motivation. Strategies for implementing love of learning activities include Reading Hour, held every Tuesday, and creating a learning reflection column that trains students to take responsibility for their learning process. The expected indicators of success from love of learning activities are improved learning outcomes and consistent learning reflection notes.

6. Community

Community is a form of social interaction, cooperation, and involvement in social, cultural, and environmental activities (Kemendikdasmen, 2025b). A crucial aspect of social interaction in society is contact between individuals. Instilling community habits early in students helps prevent them from being swept away by the increasingly massive currents of globalization. The implementation of community habits at the junior high and senior high school levels can be strengthened through social practices such as community service and mutual cooperation, educational games, and interactive learning that fosters solidarity and responsibility. Support from the school environment and parental involvement also strengthen the social values taught (Kemendikdasmen, 2025b; Kemendikdasmen, 2025c).

Community activities can foster a sense of caring, mutual cooperation, and social responsibility. Community activities can take the form of social activities such as Caring for Others Actions and Sharing Classes, among others, which can cultivate empathy, social responsibility, and a spirit of mutual cooperation. Strategies for implementing community activities include actively engaging students in student councils (OSIS), scouts, and community-based projects. The expected success indicators for community activities include increased social participation and a sense of ownership in the school and community.

7. Sleep Early

Sleeping early means going to bed on time and not late at night, avoiding staying up late and adjusting to your bedtime (Kemendikbudsidamen, 2025c). Recently, many students have been found to be sleeping late. This behavior leads to shortened sleep times due to the habit of watching and playing games (Kaar et al., 2018). Research by Mikawati & Rukmini (2019) showed that 66 respondents (73.3%) reported inadequate sleep, while 24 respondents (26.7%) reported adequate sleep. The ideal sleep duration decreases with age, with children between 8



and 16 hours of sleep per day at age one and two, and between 6.5 and 10 hours at age 13 and 14 (Buzek et al., 2019). Students should cultivate adequate sleep. Quality sleep is essential for restoring energy, repairing damaged body cells, and maintaining bodily balance, all of which contribute to mental and emotional health. Students who get enough sleep tend to achieve better academic success, because attention to sleep quality can help them stay focused and ready to face the challenges of learning every day (Kasingku & Lotulung, 2024).

The implementation of early bedtime habits in junior high and high school students plays a crucial role in improving concentration and academic achievement. These habits can be fostered through consistent sleep schedules and a calming nighttime routine, such as avoiding the use of electronic devices before bed (Kemendikdasmen, 2025c; Kemendikdasmen, 2025b). Early bedtimes can maintain health, improve learning concentration, and maintain time discipline. Strategies for implementing early bedtime activities include going to bed before 10:00 PM, monitoring sleep hours through a sleep book, and providing health education on "Enough Sleep, Better Learning" through posters and health counseling to help build regular rest habits. The expected success indicators of early bedtime activities include students not feeling sleepy in class, improving learning focus, and maintaining consistent sleep hours.

The Role of Homeroom Teachers (Teachers) and Parents in Implementing the 7 KAIH

Implementing the 7 KAIH requires the active role of teachers and parents as guides, role models, motivators, and evaluators (Kemendikdasmen, 2025a). Teachers guide students through creative education, interactive methods, and positive habits such as waking up early, praying, exercising, eating healthy, studying, socializing, and going to bed on time (Rahmat et al., 2017; Kemendikdasmen, 2025c). Parents also guide their children through similar activities at home using an age-appropriate approach (Kemendikdasmen, 2025d).

Teachers motivate by appreciating students' good habits (Kemendikdasmen, 2025b). Meanwhile, parents support through praise and a pleasant atmosphere (Kemendikdasmen, 2025d). Collaboration between families and schools is crucial because student behavior at school is influenced by parenting styles at home (Nugroho et al., 2019). This collaboration is key to the success of character education (Husna et al., 2023; Dor, 2012; Purwaningrum et al., 2023). This collaboration will have a direct impact on student achievement and character development (Asman et al., 2024).



CONCLUSION

Based on the research above, it can be concluded that character education programs through habit formation are far more effective than simply instilling normative values. Character education needs to be carried out through habit formation. Habitual activities can foster good student attitudes and good attitudes will shape good character for students. The main limitation of the implementation of 7 KAIH lies in the inconsistency of supervision at school and parental involvement at home. Therefore, this study recommends a synergistic collaboration between teachers and parents to ensure the success of student character education. 7 KAIH consists of waking up early, praying, exercising, eating healthy, loving learning, being social, and going to bed early. 7 KAIH is a program in creating superior human resources with character that is religious, moral, healthy, intelligent and creative, hardworking, disciplined and orderly, independent, and useful. Teachers and parents are the pillars in this implementation, so collaboration is needed to ensure the success of character education for the future generation of Indonesia.

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