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## The Role of Kaili Tara Culture Based on Habits in Character Formation of Early Childhood at State Kindergarten 2, Parigi Tengah

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### ABSTRACT

The problem in this study lies in the character values of children who have not developed well. This study aims to analyze whether there is a role of Kaili Tara culture in the formation of early childhood character using qualitative methods. The population in this study were all students in group B of Tk Negeri 2 Parigi Tengah, totaling 15 children. The collection technique was carried out through observation, documentation, interviews and assessment rubrics. The aspects observed in this study were aspects of politeness, aspects of responsibility and aspects of obedience to regulations. Researchers can draw the conclusion that there is a role of Kaili Tara culture in the formation of children's character in Tk Negeri 2 Parigi Tengah through the habituation method. This can be proven by the following observation results: the results of the recapitulation of the role of Kaili Tara culture in the formation of children's character from all aspects before the implementation of habituation activities were 11% in the category (BSB), 16% in the category (BSH), 29% Starting to Develop (MB) and 44% in the category (BB). and it can be seen that the results of the recapitulation of the role of Kaili Tara culture in the formation of children's character from all aspects in the fourth week are 25% in the Very Well Developed (BSB) category, 45% in the Developed According to Expectations (BSH) category, 20% Starting to Develop (MB) and 10% in the Not Yet Developed (BB) category.

## 1. Introduction

Education is a conscious and planned effort to create a learning environment and learning process that allows students to actively develop the potential of each individual in spiritual and religious strength, self-control, noble morals, spiritual intelligence, and skills needed by students and society. In the Big Indonesian Dictionary, the word education has the meaning of "taking care of and educating"

which as we know means "teaching, guiding, and giving leadership in terms of someone's morals and intelligence". According to Nurhayati (2022) early childhood education is an effort made for development, where the development is aimed at children from birth to the age of six, by providing applications through educational stimulation in helping physical and spiritual growth and development so that children from an early age have readiness to enter further education. On the other hand, the term education can be interpreted as the process of changing the attitudes and behavior of each individual or group by increasing human maturity through education and training. According to Ferary (2021), in the literal sense, education is the process of educating students, which is carried out by teachers with the hope that adults can provide exemplary examples, lesson content, guidance, moral development, and assistance in organizing education to explore knowledge for each individual.

In the current era of globalization, education is one of the things that is considered important for children and to create a generation of the nation that is exemplary, has responsibility, has good ethics/morals and always upholds the culture that exists in Indonesia. In general, culture comes from Sanskrit, namely buddhayah, which is the plural form of human mind and reason, in English culture *comes* from the Latin word *colore*, which means to cultivate or work which can also be interpreted as cultivating land or farming, the word *culture* is also often translated as "Kultur" in Indonesian (Yunandi, 2018). The definition of culture can be concluded that culture can be interpreted as rules made by humans in different scopes according to their region. Culture also includes values, beliefs, habits, knowledge and behavior that are passed down or inherited by a group of people from generation to generation. Cultural education and national character must also be attempted to touch on the implementation level, so that the emphasis is not solely on theory (Nurhayati, 2023).

Over time, the role of culture has also been very influential in the education and character of children. According to Lickona (2016), character consists of various traits, principles, and mental attitudes that shape a person's personality. A person's character can also be seen through how they act, interact with others, and make decisions. According to Oktaviani (2023), character formation is not far from what is called a process. The process of forming character is an effort or a planned process carried out to instill positive things in students both in the educational environment, family, school, or society with the aim of forming a character that is in accordance with the norms and moral rules in society. Character formation is an ongoing process that begins from an early age and can be influenced by the culture in which a person grows and develops. The term early childhood education is used to describe education provided to children between the ages of five and six. According to Nurhayati (2021), early childhood is a small individual who is growing and developing both physically and psychologically. Therefore, to help their development and growth, an educational touch is needed, namely early childhood character education. Because early childhood is the starting point for child development, during this period, children experience rapid development and are vulnerable to environmental influences. Nurhayati (2025) believes that early childhood is the first phase in developing character, cognitive abilities, and social

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skills. Therefore, children need to learn from a young age through various beneficial methods, one of which is through habituation. According to (Fadillah et al., 2021), early childhood education can shape children's character by instilling positive attitudes, values, and skills.

Previous research reinforces the phenomena observed in the field. Nurhasanah (2024) in her research found that the instillation of local wisdom of the Kaili tribe plays a role in the process of forming character values of children in group B Tk Kemala Bayangkari 01 Palu. Meanwhile, Sutrawati's research (2021) explains that the habituation method applied at MI Al-Kifayah Pekanbaru has a role in the process of forming the character of early childhood. Based on research, Umaroh (2018) explained that in her research found that in the process of forming the character of early childhood, school culture plays a role in forming children's character through habituation methods. From these findings, it can be concluded that in the process of forming children's character, the habituation method is one of the methods that plays a role in shaping children's character through school culture and culture in the children's environment such as the Kaili Tara culture. Therefore, more contextual research is needed to understand how the kaili tara culture can play a role and become one of the strategies used to introduce morals, politeness, responsibility and local customary rules to children at State Kindergarten 2 Parigi Tengah.

This study aims to determine whether there is a role of kaili tara culture in the process of character formation of early childhood by using the habituation method. where this habituation method is applied repeatedly so that children become accustomed to it. This study also aims to teach moral values to children from an early age. such as introducing a culture of politeness, teaching responsibility from an early age, teaching children to obey rules (obey), help each other, and behave well towards parents, teachers and peers. In addition, this study also aims to preserve and introduce kaili tara culture to children in Tk Negeri 2 Parigi Tengah, especially in maintaining the consistency of local traditional values amidst the rapid influence of digital culture. By articulating these objectives, this study provides a clearer foundation for understanding how kaili tara culture can be practiced and applied holistically and adaptively in school environments, especially early childhood schools.

## **2. Methodology**

The type of research used in this study is descriptive qualitative. where in this study the researcher conducted direct observation and study of the condition of the children who were the subjects, specifically those related to the method of habituation in the formation of children's character through the kaili tara culture applied by teachers to children at the State Kindergarten 2 Parigi Tengah School, Matolele Village. The subjects of this study related to the problem studied were in group B, with the number of children in group B consisting of 15 children. namely 10 boys and 5 girls. The requirements for the subjects of this study were in group B children aged 5-6 years who had problems with their children's character.

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The data collection techniques used in this study are three main techniques, namely: Observation, documentation, interviews. The observation method was carried out directly at the research location, with a focus on how character development is integrated into the daily lives of children in Tk Negeri 2 Parigi Tengah through the habituation method. Researchers observed the attitudes and behavior of children and how teachers guide them through activities intended to foster morals and commendable character. The documentation method collected written materials relevant to the research institutional records, student data and other documentation such as the teaching and learning process, and documentation of aspects that researchers observed. The interview method involved in-depth interviews with teachers, with the focus of interviews on the role of the kaili tara culture in the habituation of character formation of children in Tk Negeri 2 Parigi Tengah, Matolele Village. The research instruments used by researchers were child observation sheets, child attitude assessment rubrics, interview guides, stationery, *cellphone cameras*, and children who were the subjects of the research.

The data analysis technique used in this study is Descriptive Analysis, where the data obtained will be managed descriptively to obtain qualitative data with observation sheets. The data analysis technique used to measure child development, if it has developed beyond the teacher's expectations, it is given the BSB (Developing Very Well) category or 4 stars. If it has achieved development according to expectations set in the assessment rubric, it is given the BSH (Developing According to Expectations) category or 3 stars. Meanwhile, children who are still in the process of developing are given the MB (Starting to Develop) category or 2 stars and children who are not yet able to meet the teacher's expectations are given BB (Not Yet Developing) or 1 star.

### **3. Results and Discussion**

This section will present the results of research conducted by researchers from May 12 to June 8, 2025, at State Kindergarten 2 Parigi Tengah, Matolele Village. Where in this study, researchers set a time of 4 weeks in conducting research by observing children's behavior and providing habituation training activities through the introduction of the Kaili Tara culture. Researchers conducted an assessment of the role of Kaili Tara culture in the formation of children's character through habituation methods, with aspects that researchers observed were politeness, responsibility and obedience to regulations.

Before discussing these findings, the researcher would like to explain the data collection process through interviews. The researcher conducted interviews with the homeroom teacher of Class B at State Kindergarten 2, Parigi Tengah. Each interview session lasted approximately 30 minutes and was conducted face-to-face in the teachers' lounge. The interviews aimed to analyze the role of Kaili culture in shaping children's character through the habituation method. The questions asked during the interviews are presented in the following Table 1.

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Table 1. Interview Questions

No	Interview Questions
1	What form of cultural habituation is applied in State Kindergarten 2 Parigi Tengah?
2	What are the Kaili Tara cultural values that are most often emphasized in the formation of children's character?
3	To what extent does the habituation method in introducing the Kaili Tara culture influence children's attitudes and behavior in terms of politeness, responsibility and obedience to regulations?
4	What are the challenges faced by teachers in instilling character values in children?
5	How does the school and parents collaborate to strengthen local cultural values in the child's character?

After conducting the data collection process through interviews, the researcher then conducted the data collection process by observing the children's attitude assessment rubric before and after the implementation of the habituation activities. The results of the recapitulation of children's character development before the implementation of the habituation activities can be seen in the following Table 2.

Table 2. Observation Results Before

Category	Observed Aspects						Average (%)
	Aspects of Politeness		Responsibility Aspect		Aspect of Compliance with Regulations		
	f	%	f	%	f	%	
Very Well Developed (BSB)	2	13	1	7	2	13	11
Developing as Expected (BSH)	1	7	3	20	3	20	16
Starting to Grow (MB)	5	33	4	27	4	27	29
Not Yet Developed (BB)	7	47	7	46	6	40	44
<b>Amount</b>	<b>15</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>100</b>

Based on table 1, it can be seen that the results of the recapitulation of the role of Kaili Tara culture in the formation of children's character from all aspects before the implementation of habituation activities are 11% in the Very Well Developed (BSB) category, 16% in the Developed as Expected (BSH) category, 29% in the Starting to Develop (MB) category and 44% in the Not Yet Developed (BB) category. The results of the observation recapitulation after implementing the habituation activities in week 1, week 2, week 3 and week 4 can be seen in the following Table 3:

Table 3. Observation Results After

No	Category	The first week	Second Week	The third week	The fourth week
1	Very Well Developed (BSB)	18	18	20	25
2	Developing as Expected (BSH)	22	24	40	45

3	Starting to Grow (MB)	31	31	25	20
4	Not Yet Developed (BB)	29	27	15	10
	<b>AMOUNT</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

According to table 3, the recapitulation results of the role of Kaili Tara culture in the formation of children's character from all aspects in the first week were 18% in the (BSB) category, 22% in the (BSH) category, 31% in the (MB) category, and 29% in the (BB) category. In the second week there were 18% in the (BSB) category, 24% in the (BSH) category, 31% in the (MB) category, and 27% in the (BB) category. In the third week there were 20% in the (BSB) category, 40% in the (BSH) category, 25% in the (MB) category, and 15% in the (BB) category. In the fourth week there were 25% in the (BSB) category, 45% in the (BSH) category, 20% in the (MB) category, and 10% included in the (BB) category. From the results of the research from the first week to the fourth week, it can be seen that the average value of the research conducted, the development of children's character values from the first week to the fourth week experienced different increases, the results can be seen as follows:

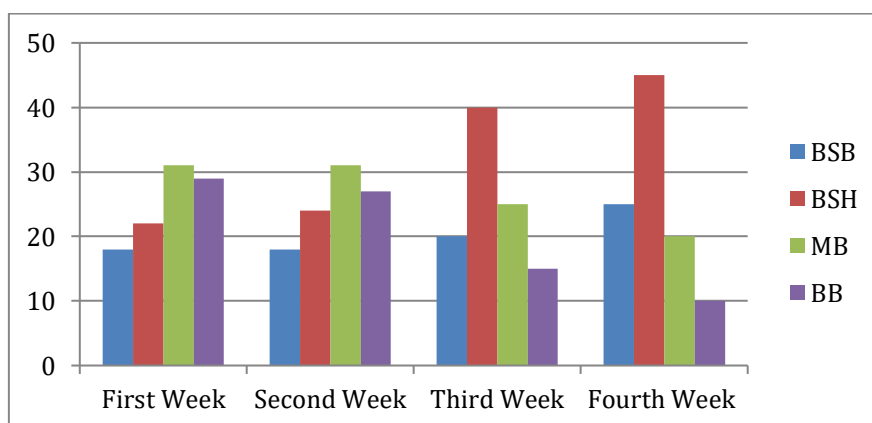


Figure 4. Research Graph Results

Based on Figure 4 above, it can be seen that the formation of children's character from the first week to the fourth week has increased. Where when the habituation method was first applied in the first week of character value development, many children were still not in the category of developing according to expectations (BSH), while in the second week to the fourth week many children began to enter the category of developing according to expectations (BSH).

### ***Implementation of the Habituation Method Through Kaili Tara Culture***

The implementation of this habituation activity was carried out in the classroom and outside the classroom. In implementing this activity, the researcher observed for 4 weeks whether or not there was a role of Kaili Tara culture in the formation of children's character by using the habituation method. The researcher provided material or teaching materials about Kaili Tara culture 2 times a week because the school itself had different teaching materials and materials from those provided by the researcher. The researcher introduced the culture of the Kaili Tara tribe to

children by reading a story about the importance of politeness in Kaili Tara culture. In this story, children were taught to say hello and *tabe* (excuse me) to teachers, parents and friends. In addition, in the next activity, the researcher also provided children with worksheets for coloring, where in this activity a coloring rule was set so as not to go outside the specified drawing lines. After completing the learning, it was time for the children to eat and rest. In this activity outside the classroom, the habituation activity implemented by the researcher was that the children had to obey the promise before leaving the classroom.

### ***Children's Character Values***

In this study, there are three aspects that researchers observed to form children's character through the habituation method at State Kindergarten 2 Parigi Tengah, Matolele Village, namely the following aspects:

#### **1) Assessment of the Politeness Aspect**

The first aspect observed in this study is manners, which are defined as behavior that emphasizes good character, with mutual respect for others, especially those older than a person. In an etymological sense, the words polite and courteous come from two words, namely from the words "polite" and "polite" which have been combined into a compound word. According to Cowley (Farida et al., 2016), manners are an expression of humility and are something that results from conscience, which is expressed in behavior and ways of thinking in personal integrity in behavioral consistency. Polite behavior is one of the behaviors that must be taught to children from an early age, because manners contain moral values that reflect exemplary behavior and actions.

According to Putrihapsari and Dimiyanti (2021), being polite means having full awareness and respect for others. So it can be interpreted as politeness in the form of unwritten rules that regulate how individuals should behave and behave (Yuliana, 2021). Based on the description above, researchers feel the need to implement habituation activities through the Kaili Tara culture to local children, because basically the local people are Kaili Tara people, to obtain better results in the formation of children's character, researchers implement habituation activities such as: teaching children to say the word "Tabe" or "Excuse me" when passing teachers or parents, saying hello, saying please and respecting each other among friends as well as teachers and parents. with habituation activities through the Kaili Tara culture, researchers want local children to be able to preserve the Kaili tribe culture in the village, but because children's abilities vary, not all children are successful.

The results of observations on the first aspect of this study were obtained: before the implementation of habituation activities from 15 children as the population in this study, for (BSB) there were 2 children (13%), for the (BSH) category there was 1 child (7%), for the (MB) category there were 5 children (33%) and for the category there were 7 children (47%). and from the descriptive analysis after the implementation of habituation activities in the 1st week, out of 15 people as research subjects, in the aspect of manners there were 3 children (20%) in the Very

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Well Developed (BSB) category, 2 children (13%) in the Developing According to Expectations (BSH) category, 4 children (27%) in the Starting to Develop (MB) category, 6 children (40%) in the Not Yet Developed (BB) category. Furthermore, in the 2nd week of the 15 children who were research subjects, in the aspect of manners there were 3 children (20%) in the Very Well Developed (BSB) category, 5 children (33%) in the Developing According to Expectations (BSH) category, 3 children (20%) in the Starting to Develop (MB) category, 4 children (27%) in the Not Yet Developed (BB) category. In the 3rd week of the 15 children who were the subjects of the study, in the aspect of manners there were 3 children (20%) in the Very Well Developed (BSB) category, 6 children (40%) in the Developing According to Expectations (BSH) category, 4 children (27%) in the Starting to Develop (MB) category, 2 children (13%) in the Not Yet Developed (BB) category. As for the results of observations in the 4th week of the 15 children who were the subjects of the study, in the aspect of manners there were 4 children (27%) in the Very Well Developed (BSB) category, 7 children (47%) in the Developing According to Expectations (BSH) category, 2 children (13%) in the Starting to Develop (MB) category, 2 children (13%) in the Not Yet Developed (BB) category. Based on the discussion and the data obtained, it can be concluded that the first aspect of observation, namely the role of the Kaili Tara culture in the formation of children's character in habituation activities, plays a role in the formation of children's character. Because seen from the assessment sheet results from before applying the habituation method and after there is an increase in this aspect even though there are some children who have not yet developed.

## **2) Responsibility Aspect Assessment**

The second aspect observed in this study is responsibility. Responsibility is an obligation or task that must be fulfilled by a person or a group to do something that has been entrusted to them. Responsibility is an important thing that must be taught to students to shape the character of each child. The forms of responsibility that must be taught to students are quoted from the book Parental Education (2016), including: Responsibility to God, Responsibility to oneself, Responsibility to family, Responsibility to the environment and society, and responsibility to the nation and state. Responsibility is also one of the points of entry into character that is important to get used to from an early age. According to Haryani et al., (2019) responsibility for early childhood is not an easy matter, because to form a responsible character requires a comfortable and safe learning environment for children as well as habituation from the perseverance of parents and educators. Responsibility character is an obligation to do or complete tasks that must be fulfilled, where one must be brave enough to bear the consequences of punishment for failure, and do the task as well as possible, and focus on the goal to get maximum results by emphasizing positive attitudes such as providing assistance to people in need Seftyana et al, (2018). One of the behaviors that must be taught to children from an early age is the attitude of responsibility. Of course, to teach responsibility to early childhood requires an interesting method such as the habituation method. In teaching children responsibility with the habituation method to children from an early age can help shape the child's character. because responsibility is a part of self-behavior that is expressed from the morals and character of children.

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The results of observations on the second aspect of this study were obtained: before the implementation of habituation activities, of the 15 children who were the subjects of the study, in the aspect of responsibility there was 1 child (7%) who was in the category (BSB), while 3 children (20%) were in the category (BSH), 4 children (27%) were included in the category (MB), 7 children (46%) were included in the category (BB). and from the descriptive analysis after the implementation of habituation activities in the 1st week, there were 2 children (13%) who were included in the category (BSB), 4 children (27%) were in the category (BSH), 5 children (33%) were included in the category (MB), and 4 children (27%) were in the category (BB). In the 2nd week, there were 2 children (13%) in the category (BSB), 4 children (27%) were included in the category (BSH), 6 children (40%) were included in the category (MB), and 3 children (20%) were included in the category (BB). Furthermore, in the 3rd week of observation, out of 15 children, there were 3 children (20%) in the (BSB) category, 6 children (40%) in the (BSH) category, 4 children (27%) in the (MB) category, and 2 children (13%) in the (BB) category. and in the 4th week of observation, there were 4 children (27%) in the (BSB) category, 6 children (40%) in the (BSH) category, 4 children (27%) in the (MB) category, and 1 child (6%) in the (BB) category. Based on the discussion with the data obtained, the observation of the second aspect, namely the role of the kaili tara culture in the formation of children's character in habituation activities, namely playing a role in the formation of children's character. because according to the assessment sheet from the results before and after the application of the habituation method, there was an increase in this aspect even though there were some children who were not able to develop.

### **3) Assessment of Regulatory Compliance Aspects**

The third aspect examined in this study is compliance with regulations. The word "comply" can be interpreted as "obedience," meaning someone is willing to follow established rules, whether they are rules within a group or at school. According to Rokyal (2020), rules are the basic standard for instilling discipline, serving as a reference and guideline for behavior. Consistency serves as a guideline for implementing rules, appropriate punishment as a consequence of violations, and rewards for efforts or good disciplinary behavior. Generally, compliance with regulations is also referred to as discipline. According to Hurlock (Lestari, 2016:14), discipline is the behavior of someone who voluntarily follows a leader (parents and teachers), while children are students who learn from adults about life that leads to a useful and happy life in the future. As stated by Hadiyanti, discipline is a condition where a student's attitude and appearance are in accordance with the values, norms, and provisions applicable at the school where the student is located. To achieve this, educators implement provisions in the form of regulations given to children. These regulations are expected to reduce children's bad behavior, for example the rule: not talking when the teacher is explaining in front. According to Abd. Hakim et al., (2022) early childhood is in the process of growth and in an extraordinary development process, thus bringing out all the uniqueness from within. The importance of instilling the value of discipline in early childhood is not an easy thing, because instilling discipline in children is giving children an understanding of the context of which is good and bad (Partikasari, 2020).

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Observation results on the third aspect in this study were obtained: before the implementation of habituation activities, of the 15 children who were the subjects of the study, in the aspect of obeying the rules there were 2 children (13%) in the Very Well Developed (BSB) category, 3 children (20%) in the Developing According to Expectations (BSH) category, 4 children (27%) in the Starting to Develop (MB) category, 6 children (40%) in the Not Yet Developed (BB) category. and from the descriptive analysis after the implementation of habituation activities in the 1st week of the 15 children who were the subjects of the study, there were 3 children (20%) in the Very Well Developed (BSB) category, 4 children (27%) in the Developing According to Expectations (BSH) category, 5 children (33%) in the Starting to Develop (MB) category, 3 children (20%) in the Not Yet Developed (BB) category. In the results of the 2nd week of observations of 15 children who were the subjects of the study, there were 3 children (20%) in the Very Well Developed (BSB) category, 5 children (33%) in the Developing According to Expectations (BSH) category, 4 children (27%) in the Starting to Develop (MB) category, 3 children (20%) in the Not Yet Developed (BB) category. Furthermore, the results of the 3rd week of observations of 15 children who were the subjects of the study, there were 3 children (20%) in the Very Well Developed (BSB) category, 6 children (40%) in the Developing According to Expectations (BSH) category, 3 children (20%) in the Starting to Develop (MB) category, 3 children (20%) in the Not Yet Developed (BB) category. and the results of the 4th week of observations of 15 children who were the subjects of the study, there were 3 children (20%) in the Very Well Developed (BSB) category, 7 children (47%) in the Developing According to Expectations (BSH) category, 3 children (20%) in the Starting to Develop (MB) category, 2 children (13%) in the Not Yet Developed (BB) category.

Based on the discussion and data obtained, it shows that the observation of the third aspect, namely the role of the Kaili Tara culture in the formation of children's character in habituation activities, plays a role in the formation of children's character. This can be seen from the assessment sheet results from before and after the increase in this aspect, although there are some children who have not yet developed.

#### **4) The Role of Kaili Tara Culture in Forming Children's Character Through Habituation Methods**

One method that can help the process of character formation owned by children is the habituation method. This can be seen from the development of children's characters according to Table 4.4, that in the recapitulation results of the role of Kaili Tara culture in the formation of children's characters from all aspects before the implementation of habituation activities, there are 11% in the Very Well Developed (BSB) category, 16% in the Developing According to Expectations (BSH) category, 29% Starting to Develop (MB) and 44% in the Not Yet Developed (BB) category. Furthermore, it can be seen from the development of children's characters according to Table 4.8, that in the recapitulation results of the role of Kaili Tara culture in the formation of children's characters from all aspects in the first week of habituation activities, there are 18% in the Very Well Developed (BSB) category, 22% in the Developing According to Expectations (BSH) category, 31% Starting to Develop (MB) and 29% in the Not Yet Developed (BB)

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category. and according to table 4.20, it can be seen that the results of the recapitulation of the role of Kaili Tara culture in the formation of children's character from all aspects in the fourth week are that there are 25% in the Very Well Developed (BSB) category, 45% in the Developed According to Expectations (BSH) category, 20% Starting to Develop (MB) and 10% in the Not Yet Developed (BB) category.

This habituation method can be used by educators by implementing habituation activities repeatedly so that children become accustomed to it and can form good characteristics in children. According to Wiyani (2015), habituation is considered very effective when applied to children of this age because they have a strong memory record and an immature personality condition, so they are easily controlled with various habits. Therefore, the habituation method is very necessary to stimulate the formation of character in early childhood (Nurhayati, 2020). Habituation can also be interpreted as something that is done routinely and continuously to become a habit. Syarbani (2015) also added that habituation carried out from an early age will bring these hobbies and habits into a kind of custom, so that they become an inseparable part of a person's personality. Based on the several definitions above, it can be concluded that the habituation method is basically an effort made by teachers and parents to shape something, be it a child's character or behavior, so that it becomes even better in the future.

The habituation method aims to provide facilities for children to give maximum performance in daily life, both in the school environment and in the family and community environment. According to Muhibbin, the purpose of this habituation method is for students to acquire new attitudes and habits that are more appropriate and positive in the sense of being in line with the needs of space and time (Contextual). In addition, the appropriate and positive meaning above is in line with applicable norms and moral values, both religious and traditional and cultural (Surifah, 2018). The forms of student habituation activities can be carried out in various ways such as routine activities, namely activities carried out on a schedule, for example: flag ceremonies, gymnastics to maintain personal and environmental hygiene, and other activities. Furthermore, activities carried out spontaneously, for example: forming behaviors of throwing garbage in its place, queuing, and so on. The next activity is an exemplary activity, for example: dressing neatly, speaking well and politely, praising the goodness or success of others, and so on.

In the formation of early childhood character, the habituation method is one of the effective methods to be applied to children in State Kindergarten 2 Parigi Tengah. In this study, it is clear that the formation of children's character can develop by using the habituation method through the kaili tara culture. This can be seen in the comparison of the results of the recapitulation of the first week and the fourth week of the role of the kaili tara culture in the formation of children's character by using the habituation method in the aspects of politeness, helping each other, and obeying the rules. In accordance with the data that has been obtained through the discussion above, it shows that there is a role for the kaili tara culture in the formation of children's character in State Kindergarten 2 Parigi Tengah.

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#### 4. Conclusion

Based on the results of research conducted by researchers at Tk Negeri 2 Parigi Tengah, Matolele Village, there are three conclusions that researchers can draw based on the formulation of the problem and the research hypothesis that have been proposed, namely: First, the application of the habituation method can run as expected. The activities carried out during the research were the teacher researcher and researchers prepared all the materials used during learning, such as APE (building blocks), children's worksheets, colored pictures and stories about the kaili tara culture. The children enjoyed the process in the learning activities. Second, the formation of children's character values in group B of Tk Negeri 2 Parigi Tengah developed as expected. There are three aspects observed in the research, namely: politeness, helping each other, and obeying the rules. The most prominent aspect is the aspect of obeying the rules, because almost all children at Tk Negeri 2 Parigi Tengah can obey the rules in the school environment such as: children are able to throw garbage in its place, come to school on time, and put toys in their place after playing. Third, there is a role of the kaili tara culture in the formation of children's character in group B of State Kindergarten 2 Parigi Tengah, as evidenced by the increase before and after the implementation of habituation activities.

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