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Building Responsible Character in Students Through the Implementation of the Seven Habits of Highly Effective Indonesian Children Program in Elementary Schools

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ABSTRACT

This study aims to describe the implementation of the Seven Habits of Great Indonesian Children Program as an effort to build responsible character in elementary school students. This program is part of character education, oriented towards forming positive habits through instilling the values of discipline, hard work, independence, and responsibility in daily life at school. This study used a qualitative approach with descriptive methods. The research subjects included teachers, students, and parents at a public elementary school that has implemented the program. Data were collected through interviews, observation, and documentation and analyzed using data reduction, data presentation, and conclusion-drawing techniques. The results of this study show significant changes, particularly in children's responsible behavior, both at school and at home. The school also established good cooperation and communication with parents so that the Seven Habits of Great Indonesian Children Program, especially regarding the character of responsibility, could run smoothly and experience improvement. It can be concluded that the Seven Habits of Great Indonesian Children Program has a positive impact on children's character development.

1. Introduction

In the current generation, moral values are increasingly declining and harming the nation's youth. The decline in morals, or what is called moral degradation, is not only happening among adults but also among elementary school children who are the nation's future generation. This is evident from the emergence of quite concerning signs of moral degradation. The situation on the ground shows that many students are not yet accustomed to completing tasks on time, are less concerned about cleanliness and tidiness in their environment, and often ignore the rules that apply at school. This condition is exacerbated by the still minimal habituation and consistent exemplification both at school and at home, so the

formation of responsible character often remains theoretical and has not yet been ingrained in the daily behavior of the students. Character is defined as the habits, traits, morals, or ethics that distinguish one person from another. The name of the sum of all personal characteristics that include things like behavior, habits, likes, dislikes, abilities, potential, values, and that patterns (Handayani & Majid, 2013). Character education is a fundamental education that teaches about morals and good habits, whether obtained from the family environment (parents), school (teachers), or the surrounding environment, because the roles of parents, teachers, society, and the state greatly support the development of good character in individuals, especially students, whether in the form of formal or informal education (Fadilah et al., 2021).

As an effort to address this, schools need to implement directed and sustainable programs to instill character values through positive habituation activities. One of the relevant programs is the Movement of Seven Habits of Great Indonesian Children (G7KAIH) as outlined in the Joint Circular (SEB) of the Minister of Education and Culture No. 1 of 2025, the Minister of Home Affairs No. 800.2.1/225/SJ, and the Minister of Religious Affairs of the Republic of Indonesia No. 1 of 2025, regarding the Strengthening of Character Education through Habituation in Educational Units (Kemendikdasmen, 2025). The Movement of Seven Habits of Great Indonesian Children, initiated by Kemendikdasmen, includes: (1) Waking up early, (2) Worshiping, (3) Exercising, (4) Eating healthy and nutritious food, (5) Enjoying learning, (6) Socializing, (7) Sleeping early (Tiyas, 2025). The seven habits are interrelated and focused on developing independence, social awareness, discipline, and self-management, which are the essence of responsible character (Fitriyanto et al., 2026). Through the implementation of this program, students are trained to have self-awareness, to manage their time and tasks well, and to behave according to prevailing norms and moral values. Thus, the implementation of the Seven Habits of Great Indonesian Children Movement (G7KAIH) in elementary schools becomes a strategic step in building a responsible character from an early age. Through consistent habituation, exemplary behavior from teachers, and supportive school environments, it is hoped that students can internalize the value of responsibility as part of their personality.

Responsibility is the sensitivity of humans toward both unintentional and intentional actions or behaviors. Responsibility also means acting as a manifestation of awareness of commitment (Susilawati & Yasir, 2021). Fitriyanto et al., (2026) state that the character of responsibility in students is created through consistent real routines, a supportive environment, and internalized with educational values in school activities. In addition, responsibility is one of the key values in character education that must be instilled from elementary school (Wulandari & Utomo, 2026). Research conducted by Sinulingga (2025) on Building Healthy and Noble Character through 7 Habits of Great Indonesian Children, carried out in 2025. The results of this research indicate that these positive habits not only support the physical and mental development of children but also instill moral values, discipline, responsibility, and empathy, which are relevant to Islamic teachings and global needs. Meanwhile, the research conducted by (Alamsyah et al., 2025) on the Strategy for Implementing the Seven Habits of Highly Effective Children by

Parents and Teachers in Elementary Schools carried out in 2025. The results of the research indicate that the success of implementing these habits depends on the synergy between teachers and parents. Teachers instill these values in the school culture and learning activities, while parents reinforce them at home, affirming that strong collaboration between home and school can shape children's character to be disciplined, responsible, and emotionally stable.

Based on the above issues, it is necessary to instill children's character through habit programs and also collaborate with parents and the community to build responsible students with habits program by the government. With the presence of this research, it is expected to broaden the scientific perspective that will serve as a theoretical foundation in the advancement of knowledge, particularly related to the implementation of the Seven Habits of Great Indonesian Children Movement (G7KAIH) to shape students' character. This research aims to formulate the implementation of the Seven Habits of Highly Effective Indonesian Children program in an effort to shape students' character and analyze the obstacles encountered in the implementation of the Seven Habits of Highly Effective Indonesian Children program.

2. Methodology

This research uses a descriptive qualitative research type with a phenomenological approach. Qualitative research is a study to explore and understand meanings that are considered to originate from social or humanitarian issues by a number of individuals or groups (Khoiron & Kusumastuti, 2019). Meanwhile, (Abdussamad, 2021) states that qualitative research namely a research step that creates descriptive data in the form of spoken or written words from people and observable behaviors, with an approach directed at the setting and individuals holistically This research was conducted at State Elementary School 1 Kaligarang located in Keling District, Jepara Regency, for one month. The school is one of the state schools that has implemented the Movement for the Seven Habits of Great Indonesian Children (G7KAIH) from the 2024/2025 academic year to the present.

Instrument

The main instrument in this research is the researcher themselves, who acts as the data collector through interviews, observations, and documentation. The instrument to be used has undergone checks and discussions with the lecturer to ensure its alignment with the research objectives to be achieved. Data were obtained from primary data, namely interviews with class teachers, parents, and students, as well as secondary data in the form of books, articles, and relevant theories. The informants in this study include one class teacher, six parents, and six students from both lower and upper grades, while the object of this research is the implementation of the Seven Habits of Great Indonesian Kids Movement (G7KAIH) to build students' responsible character. In the sampling of the research, the technique used is random sampling. In this study, to test the validity of the obtained data, data triangulation is used, including technique triangulation which involves interviews,

observations, and documentation, and source triangulation which includes teachers, parents, and students. Triangulation is an effort to check the validity of data or information from different perspectives regarding what has been done by the researcher, by minimizing ambiguity and multiple meanings that occur when data is collected and analyzed as much as possible (Afgani et al., 2024).

Data Collection

The data collection techniques in this study involve interviews, observations, and documentation. Interviews with participants were conducted over 1 week, while observations and documentation were carried out for approximately 3 weeks. The interview guide was systematically prepared with questions related to the implementation of the 7KAIH program and the obstacles encountered, as well as the observation sheet which was organized in a table format covering the predetermined G7KAIH indicators and reinforced with documentation in the form of student activities. Before data collection, the interview guidelines and observation sheets were validated together with the lecturers to ensure alignment with the research objectives.

According to Anshori et al., (2024) concludes that an interview is a communication between two or more parties that can be conducted face-to-face, where one party is the interviewer and the other is the interviewee. Meanwhile, observation is a type of non-test evaluation tool conducted through logical, systematic, objective, and rational observation and recording of various phenomena, both in real situations and in artificial situations to achieve specific goals (Dina et al., 2024). According to Waruwu (2023) documentation is a technique for collecting information through the search for accurate evidence in accordance with the focus of the research problem.

Data Analysis

The data obtained will be analyzed in three stages proposed by Miles and Huberman, according to Sugiyono (in Sa'diyah, 2024) which consists of the stages of data reduction, data presentation, and conclusion drawing. In the data reduction stage, the obtained data is processed and categorized, which ultimately reveals that the implementation of G7KAIH can be categorized into three: time discipline, personal responsibility, and social relationships. The data is then presented in the form of tables and illustrated with images, followed by drawing conclusions, which in this case shows transparency in the analysis, thereby increasing the credibility of the research.

3. Results and Discussion

Based on the research, the implementation of the Seven Habits of Great Indonesian Children Program to build responsibility character at SD Negeri 1 Kaligarang showed that the program had a significant impact on children's character, especially on responsibility character. In addition to the character of responsibility, there was

also an improvement in other character traits among the students, who demonstrated responsible behavior both at school and at home. And also improving self-awareness, being able to manage time and tasks well, and behaving according to the prevailing norms and moral values. The improvement was evident after the program was implemented through habits that were consistently practiced. The improvement is demonstrated by the implementation of all application indicators G7KAIH, which can be seen in Table 1.

Table 1. Implementation Indicator G7KAIH

Category	Habit	Implementation Indicator
Time discipline	<ul style="list-style-type: none"> Waking Up Early Going to sleep early 	Creating a waking schedule and a sleep schedule in the monitoring book, training to start the day on time without being forced.
Personal responsibility	<ul style="list-style-type: none"> Enjoying learning Working out Praying Consuming healthy and nutritious food 	<p>Attending class on time, submitting assignments on schedule, and consistently participating in learning activities.</p> <p>Responsible for his body's health by continuing to exercise and perform the Great Indonesian Children's Gymnastics.</p> <p>Practicing prayers on time as the highest form of discipline to God.</p> <p>The responsibility of washing hands before and after meals, as well as tidying up the used utensils and table. Educating children to choose nutritious foods (fruits, vegetables, proteins) instead of unhealthy snacks.</p>
Social collaboration	<ul style="list-style-type: none"> Socializing 	Actively participate in class responsibilities or social activities in the community without being selective about friends.

Habit is a routine that is performed repeatedly until it becomes part of a person's identity (Iddian, 2025). The achievement in this research is evident from routine habits such as waking up early, maintaining health, and being active in learning activities, which have successfully been internalized in the students' behavior, reflected through their increased sense of responsibility. Therefore, the implementation of the Seven Habits of Highly Effective Indonesian Children Movement (G7KAIH) carried out at SD Negeri 1 Kaligarang is through the habituation of internalized values from the positive culture applied at the school. The positive school culture is the condition of the school environment characterized by values, norms, and habits that support the creation of a conducive learning climate (Satriyo et al., 2026). Daily routines such as morning greetings, literacy activities, and cleanliness patrols contribute to a learning environment that reflects politeness, discipline, and responsibility (Dewi & Harjito, 2025).

From these seven habits, they can be classified into three categories: time discipline, self-responsibility, and social relationships. Overall, SDN 1 Kaligarang has implemented all the specified indicators, where the time discipline category can be seen from the students' attendance rate, indicating that the habit of waking up early and going to bed early has been well executed. Then, the responsibility category also shows significant improvement; they are able to take responsibility for their tasks, such as daily class duties, tidying up eating utensils, and other activities. Then, the social relationship category shows good student interactions, creating a safe school environment without bullying among peers and active participation in social activities. To present authentic qualitative evidence and display excerpts from teacher interviews regarding the implementation of training as shown in Table 2.

Table 2. Teacher's Response to the Implementation of G7KAIH at SD Negeri 1 Kaligarang

Category	Habit	Interview excerpt
Time discipline	<ul style="list-style-type: none"> Waking Up Early 	Arrive at school on time and always fill out the monitoring journal.
	<ul style="list-style-type: none"> Going to sleep early 	
Personal responsibility	<ul style="list-style-type: none"> Enjoying learning 	Completing assignments on time, following lessons in an orderly and conducive manner.
	<ul style="list-style-type: none"> Working out 	Implementing the Indonesian children's great exercise every day, and there is a sports lesson once a week and a healthy walking activity.
	<ul style="list-style-type: none"> Praying 	The morning assembly activities continued with the recitation of Asmaul Husna, followed by the performance of Dhuha and Dhuhr prayers. Those who practice religions other than Islam perform their worship guided by a religious teacher.
Social collaboration	<ul style="list-style-type: none"> Consuming healthy and nutritious food 	The school has already received MBG, and the child has been trained to tidy up their own eating area.
	<ul style="list-style-type: none"> Socializing 	There is a routine of community service/clean Friday and carrying out class duties.

Habituation through Routine Activities and School Environment Support

The habits from the Movement of the Seven Habits of Great Indonesian Children (G7KAIH) include Waking up early, praying, working out, consuming healthy and nutritious food, enjoying learning, socializing, and going to bed early. These habits have been implemented at SD Negeri 1 Kaligarang both in learning activities and outside of learning, and have been internalized into the school's positive culture. This is implemented, among other things, to welcome Golden Indonesia in 2045, there by preparing students with noble character and good manners. First, the habit

of waking up early, which is a mandatory routine for students. The habit of waking up early at SD Negeri 1 Kaligarang has shown an improvement; previously, there were still some students who were late to school. After the implementation of this habit, it was found that only one or two children were late, and now there are none who are late. All students enter at 07:00 AM WIB, which is then followed by a flag-raising ceremony integrated with a group prayer activity. The findings were obtained during interviews with each class teacher. Then, interviews with the children and parents also showed that, on average, the children wake up at 5:00 AM, followed by religious activities. The results of the observation show that the students are able to arrive on time consistently. During the interview with the 5th-grade teacher, "Every morning, in addition to responsibilities, we also train discipline by holding a morning assembly, which is then followed by reciting the asmaul husna prayer for those who are Muslim" (Teacher A). A clearer depiction of the morning assembly routine and the recitation of asmaul husna can be seen in Figure 1.



Figure 1. Morning Assembly Routine and Reciting Asmaul Husna

Then, the habit of diligently performing religious practices, based on interviews and direct observations, shows that the students of SD Negeri 1 Kaligarang engage in dhuha prayers and congregational dzuhur prayers. They perform congregational prayers in the school mosque, demonstrating a sense of responsibility toward themselves as devout followers of their faith in Allah SWT. Students of other religions are also given space to practice their faith. The religious diversity among the students at SD Negeri 1 Kaligarang encourages the school to implement inclusive worship practices. During the observation, it was also seen as one of the ways to build a strong foundation of religious character through morning routines such as group prayers and the regular recitation of Asmaul Husna every day. In addition, during sports and morning exercise activities, students have also shown a habit of exercising every day.

At SD Negeri 1 Kaligarang, what was previously done once a week is now carried out daily with the "Senam Anak Indonesia Hebat." Students become healthier and more responsible for their own bodies. This is also reinforced by (Purbosari et al.,

2026) which emphasizes that the habit of exercising plays a role in shaping students' responsibility toward health and social cooperation. The activity was attended by all students, both from the lower and upper grades. The upper-grade teacher said, "This Indonesian children's gymnastics activity is carried out every day in both the lower and upper grades" (Teacher B). With the involvement of the entire school community, this program is not just carried out but is indeed implemented with full commitment, regularly, and consistently to habituate students, especially to always exercise so that their bodies remain fit.

Strategic innovation in the implementation of this movement is the introduction of the Indonesian Great Children's the goal of the gymnastics movement, which is done in the morning before classes, is to instill a healthy lifestyle and encourage excitement in young children. Beside at school, parents are also invited to cooperate by encouraging their children to regularly engage in light exercise at home, such as walking, cycling, or playing badminton. During the interview, collaboration with parents was also demonstrated. Some parents mentioned that they monitor their children, who play with their friends every afternoon, playing soccer, riding bicycles, and engaging in traditional games such as Singkongan. During the interview with the students' parents, one parent said, "The children have shown their responsibility in taking care of their bodies by exercising. My child often plays soccer and rides a bike with friends every afternoon" (Parents A).

The implementation of healthy and nutritious eating habits is exemplified by the provision of Free Nutritious Meals, where the school benefits from collaborating with the nearest SPPG. This is evident when, during the break, the children participate in the government's Free Nutritious Meal (MBG) program, where it can be seen that the students have already developed the habit of eating nutritious food. Beside at school, parents have also been given socialization regarding nutritious food so that they pay more attention to the food consumed by their children. Here, it is possible to create students who are more responsible for their health; in addition, they must also be responsible for tidying up their own eating utensils. A healthy and strong body becomes more productive in learning and interacting with the surrounding environment, thereby supporting academic success and strengthening character (Iddian, 2025).

At SD Negeri 1 Kaligarang, the upper-grade students are already accustomed to tidying up and collecting their lunch containers in front of the classroom, and this task is rotated according to an agreement among the teachers. This clearly demonstrates the instillation of a sense of responsibility. From the results of observations and interviews with the class teacher, it was also seen that since the implementation of Free Nutritious Meals and the habit of consuming healthy food, there has been a positive impact where students appear healthier and there has been a decrease in complaints of illness, especially for children who do not attend school due to sickness. In the habit of enjoying learning at SD Negeri 1 Kaligarang, it is done through joint literacy activities at the reading cafe and other activities in the classroom or library.

Students have also shown a love for learning through literacy in the library, the use of Chromebooks, the reading cafe, and books in the library that can be accessed online via QR scan. With this, students demonstrate a sense of responsibility toward their own learning. Through current digital technology, students are more enthusiastic during the learning process. The use of varied media and learning methods has proven to increase learning motivation. The creation of a joyful learning environment supports students in developing their interests and talents without excessive academic pressure. As expressed (Hanifa et al., 2025), the incorrect instillation of the character of responsibility by demonstrating her responsibility in completing tasks can create moments of internalization of these values through discussions, mini-projects, and group presentations.

This community habit emphasizes the social development of elementary school-aged children, which is evident in the scope of their interactions with their surroundings, where they begin to actively interact with peers and adults around them. Therefore, in this habit, school-aged children are already being taught to engage with the community. Activities carried out include visiting sick friends, community service in the school environment (Clean and Healthy Friday), and social work by donating to those affected by natural disasters, thereby creating social interactions and fostering a sense of empathy and sympathy. In social life, young children can learn various values, such as respecting the rights and responsibilities of others, adhering to existing norms, behaving politely and courteously, and appreciating the work and achievements of others (Sriyanto & Sunarsih, 2025). This activity also provides students with real experiences in terms of environmental care, a sense of responsibility, and solidarity.

The habit of going to bed early is part of the Seven Habits of Great Indonesian Children Movement (G7KAIH) to ensure that students get enough and quality rest time, which can help achieve other habits. At SD Negeri 1 Kaligarang, the class teacher educates students about the importance of going to bed early and its benefits. The teacher also emphasized not using gadgets before sleeping because it will affect the quality of sleep. In line with the opinion of (Herawati et al., 2026), the habit of using gadgets before sleep indicates a character challenge in the digital era that requires strengthening self-control. It is hoped that this will raise awareness and help monitor this habit by checking journals and also through light conversations before learning begins. This instills the idea that managing sleep hours is also each individual's responsibility. Some documentation of the G7KAIH implementation as shown in Figure 2.

Based on the observation results, it is also seen that the students of SD Negeri 1 Kaligarang always fill out the monitoring journal at home, including waking up early, praying, working out, consuming healthy and nutritious food, enjoying learning, socializing, and going to sleep early. Most of the students fill it out regularly and completely, thereby demonstrating detailed responsible behavior. In addition, it can also train students to have an honest character by writing down activities that have indeed been carried out. This was further reinforced by the 5th-grade teacher: "There is a monitoring journal to record daily activities done at home, and it is checked by the teacher once a week"(Teacher A).



Figure 2. Implementation of G7KAIH at SD Negeri 1 Kaligarang

It means that there is a process of activities that demonstrate the internalization of habits carried out both at school and at home. It should be noted that the implementation of this program does not only take place at school, but also extends to the home environment through the use of monitoring journals, which indicates an effort to build students' habits consistently and sustainably. The presence of daily recording activities indicates that students are being trained to be responsible and reflective about their own behavior. Meanwhile, the weekly journal checks by the teacher indicate control, evaluation, and follow-up by the school regarding the students' habit development.

With the presence of a monitoring journal, it can help parents and teachers in monitoring these habits to provide a tangible contribution or impact on the improvement of students' character. Filling out the journal can also serve as an evaluation tool for better character implementation and to create a safe and comfortable learning environment, as well as to foster a positive culture both during learning and outside of educational activities. According to Herawati et al. (2026), monitoring through journals and cultural strategies is very effective in supporting character strengthening, as consistent habituation in schools serves as a process of value internalization, not just the delivery of theory. This was also expressed by a 5th-grade student, "Since the first time I was introduced to the G7KAIH program, I found it difficult to implement, but now I am used to it" (Student A). This means that there is an adaptation process that shows the internalization of new habits. At the beginning of this program, some students experienced difficulties in implementing the established habits, but over time, they began to get used to these habits. This indicates that the G7KAIH program is effective in forming routines and positive habits through consistent implementation, and character building requires time, repetition, and continuous guidance.

The Role of Teachers in Habituation

In addition, the support of teachers and the involvement of parents also contribute to strengthening the consistency of this habituation. The role of a teacher as a facilitator is not only to deliver learning materials but also to shape students'

character, especially their sense of responsibility (Rosyada & Utomo, 2026). Believes that teachers are not only responsible for delivering material but also for building character through habituation, supervision, and motivation so that educational goals can be achieved optimally (Alfulaila et al., 2026). Data shows a tendency that the daily recording process through a structured habit journal can play an important role in fostering moral awareness and sustainable responsible behavior among elementary school students. It is evident that teachers always coordinate with parents, consistently collaborate, and maintain good communication through WAG (Whatsapp Group), which helps in achieving the program. Based on interviews with the parents of the students, there is two-way communication between teachers and parents in the implementation of this program. One of the students' parents said, "Every weekend, the school informs us to fill out the monitoring journal, and when there are religious or other activities, they will also be communicated through the WAG. There are also regular meetings to present the school program" (Parent A). Therefore, a good cooperative relationship is clearly visible to achieve the successful implementation of the program, which will foster parental involvement and strengthen the continuity between home and school.

In line with (Amalia et al., 2025) opinion that cooperation between teachers and parents is also an important aspect in supporting the successful implementation of positive habits in the Great Indonesian Children's Seven Habits Movement (7KAIH) program, it was found during the observation that the Great Indonesian Children's Seven Habits Movement (G7KAIH) program is a new initiative implemented in schools and has significantly impacted the character education of students. Based on direct observation, one noticeable thing is that the teacher always welcomes students at the front of the school and also implements the 5S culture (Greetings, Salutations, Respect, Politeness, and Courtesy). Therefore, the teacher does not just give orders to the students but also sets a direct example, in this case, by waking up early so that the teacher arrives earlier, encouraging the students to follow suit and arrive early before school activities and lessons begin. The activity can be seen in Figure 3.



Figure 3. Welcoming the arrival of students

Obstacles in Habit Implementation

Although this program has shown results, in actual implementation, many obstacles are still found, causing the implementation of the Movement for the Seven Habits of Great Indonesian Children (G7KAIH) not to run optimally. One of them is the limited evaluation and monitoring, as well as the lack of cooperation between schools and parents, which are factors that cause character habituation not to have a maximum impact. The obstacles found at SD Negeri 1 Kaligarang include a lack of support from home, with some children not living with their parents or parents who have a low level of education. Based on the interview results, parents face various obstacles in implementing the G7KAIH program at home. One of the obstacles is the limited time to accompany the child due to work. This is evident from the following statement by a parent: "I sometimes cannot accompany my child because I have to work, so I can't control or supervise my child in doing that habit." (Parent B).

Based on the observation results, it also shows that some students did not complete the monitoring journal, making it impossible for the teacher to monitor them. This happened due to the limited time parents have to accompany and supervise their children, resulting in incomplete recording of habits. This finding is observed in lower grades because students still need parental assistance in filling out the journal. Based on the observation results, it also shows that some students did not complete the monitoring journal, making it impossible for the teacher to monitor them. This happened due to the limited time parents have to accompany and supervise their children, resulting in incomplete recording of habits. This finding is observed in lower grades because students still need parental assistance in filling out the journal.

The influence of gadgets and technology on children often leads to excessive use of devices, resulting in reduced social interaction, late bedtimes, and laziness. The research results show that there are obstacles in implementing the habit program. This is evident from the interview results with the 5th-grade teacher's: "When invited to participate in activities like sports, morning exercises, or community service, some children still seem to be lazy" (Teacher A). This condition can be influenced by several factors, such as a lack of student interest, home habits that do not support physical activity, or less engaging implementation methods. This is similar to the findings of (Darojah et al., 2026) which show that time constraints, parental involvement, and knowledge gaps are the main obstacles to character-supporting activities. Sriyanto & Sunarsi (2025) also stated that limited facilities, differences in family backgrounds, and lack of support from the surrounding environment are factors that affect the effectiveness of program implementation. Based on the interview results, parents face various obstacles in implementing the G7KAIH program at home, namely consistency in supervision, as expressed by one parent: "When at school, these habits are well implemented, but at home, they sometimes forget if not reminded, such as studying, waking up early, and also praying" (Parent A). With that statement, there are obstacles that make the habituation less optimal.

4. Conclusion

From the research, it shows that the Program for the Movement of Seven Habits of Great Indonesian Children (G7KAIH) has been implemented at SD Negeri 1 Kaligarang. With this program, students have become more responsible for themselves, able to manage their time and tasks well, and behave according to the prevailing norms and moral values. The research results show that this program has been well implemented and has had a positive impact, evidenced by the students of SD Negeri 1 Kaligarang experiencing an increase in responsibility character. However, in its implementation, there are still obstacles such as a lack of self-awareness and responsibility, as well as time constraints and insufficient monitoring. This addresses the research objective, which is to describe the implementation of the Movement of Seven Habits of Great Indonesian Children (G7KAIH), the resulting impact, and the obstacles encountered. The success of the program is evident in the cooperation with parents, which helps monitor and shape good character both at home and in school. This research emphasizes that instilling character in students can be achieved through regular habituation, especially in the character of responsibility. Therefore, for further research, it is recommended to expand into the internalization of G7KAIH in classroom learning activities. Based on the researcher's direct experience, the limitations encountered include constraints in research time, resources, and the researcher's capabilities. Therefore, it is hoped that this research can be further developed. So that it can serve as a reference or recommendation for schools in developing a more structured habituation program.

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