

THE ROLE OF TEACHERS IN SHAPING CHILDREN'S POSITIVE HABITS IN ELEMENTARY SCHOOL

Raziska Ibrahimi *1

Elementary School Teacher Education Study Program, Universitas Bina Bangsa
Getsempena

* Corresponding Author: raziska@bbg.ac.id

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis peran guru terhadap pembentukan kebiasaan positif anak di sekolah dasar. Penelitian menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Subjek penelitian terdiri atas guru dan peserta didik sekolah dasar. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Data dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data dilakukan melalui triangulasi sumber dan triangulasi teknik. Hasil penelitian menunjukkan bahwa guru memiliki peran penting sebagai teladan, pembimbing, motivator, dan pengawas dalam pembentukan kebiasaan positif anak. Strategi yang digunakan guru meliputi pembiasaan rutin, pemberian motivasi dan penguatan positif, serta pendekatan personal kepada peserta didik. Kebiasaan positif yang dikembangkan meliputi disiplin, tanggung jawab, peduli lingkungan, sopan santun, kerja sama, religius, dan kejujuran. Namun, guru masih menghadapi beberapa kendala, seperti perbedaan karakter peserta didik, kurangnya dukungan keluarga, dan pengaruh perkembangan teknologi. Oleh karena itu, kerja sama antara guru, sekolah, dan orang tua sangat diperlukan agar pembentukan kebiasaan positif anak dapat berjalan secara optimal dan berkelanjutan.

ABSTRACT

This study aims to analyze the role of teachers in shaping positive habits among elementary school children. The study employed a qualitative approach with a descriptive research design. The research subjects consisted of teachers and elementary school students. Data collection techniques included observation, interviews, and documentation. Data were analyzed through data reduction, data presentation, and conclusion drawing. Data validity was ensured through source triangulation and technique triangulation. The results showed that teachers play an important role as role models, mentors, motivators, and supervisors in forming children's positive habits. The strategies used by teachers include routine habituation, motivation and positive reinforcement, as well as personal approaches to students. The positive habits developed include discipline, responsibility, environmental awareness, politeness, cooperation, religiosity, and honesty. However, teachers still face several obstacles, such as differences in student characteristics, lack of family support, and the influence of technological developments. Therefore, collaboration between teachers, schools, and

parents is highly needed so that the formation of positive habits in children can run optimally and sustainably.

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INTRODUCTION

Basic education has an important role in shaping children's character and positive habits from an early age. Elementary school is not only a place where students gain academic knowledge, but also the main environment for developing attitudes, values, and behaviors that will influence children's future lives. In this process, teachers hold a strategic position because they interact directly with students every day through learning activities and activities outside the classroom. Teachers not only function as providers of learning materials, but also as guides, role models, motivators, and facilitators in instilling various positive habits in children (Yestiani & Zahwa, 2020).

Positive habits in elementary school children are very important to develop because childhood is the most fundamental stage of character formation. At this stage, children tend to imitate behaviors they see and experience in their surrounding environment. Habits such as discipline, responsibility, honesty, caring for others, maintaining cleanliness, and respecting time need to be instilled from an early age so that they become part of children's daily behavior. The formation of positive habits is also in line with the goals of national education, which emphasize not only cognitive aspects but also the development of students' character so that they become independent, responsible, and morally good individuals (Salsabilah et al., 2021).

In practice, the formation of positive habits in elementary schools does not always run optimally. Various student behaviors still indicate a lack of positive character habits, such as low discipline in following school rules, low responsibility for assignments, lack of concern for environmental cleanliness, and declining politeness in social interactions. These conditions are influenced by several factors, including family environment, technological developments, social media influence, and children's social interactions. Rapid social changes also create new challenges for schools and teachers in shaping students' character (Anshori et al., 2017).

In the current era of digital technology development, children are increasingly exposed to gadgets and social media rather than direct social activities. Uncontrolled use of technology can affect children's behavior, such as decreasing discipline, lack of responsibility, and low social interaction with their environment. This condition makes the

formation of positive habits require more serious attention from schools, especially teachers as the main educators in formal education environments. Teachers are required to create effective learning and habituation strategies so that positive values can be consistently applied by students in their daily lives (Suryadhianto & Mujiyanto, 2025).

Previous studies have shown that teachers have a significant influence on the formation of children's character and behavior in elementary schools. Teachers who provide positive role models, consistent habituation, and communicative approaches are able to help students develop good behavior (Minsih, 2018). Teachers also play an important role in realizing character education through learning activities and daily interactions at school (Alawiyah, 2013). However, most previous studies have focused more on character education in general, curriculum-based character education, or the implementation of the Pancasila student profile. Research specifically examining the role of teachers in shaping children's positive habits through daily learning activities and habituation in elementary schools is still limited. In addition, only a few studies have explored in depth the forms of teacher roles, strategies used, and challenges faced in the process of forming positive habits in elementary school environments.

This research gap indicates the need for further study regarding the role of teachers in shaping children's positive habits in elementary schools. This research is important because the formation of positive habits cannot occur instantly, but requires a continuous process through role modeling, habituation, supervision, and collaboration between teachers, schools, and parents. By understanding the role of teachers more deeply, effective strategies can be identified to support the optimal character development of children.

In addition to the research gap, empirical conditions in the field also show that not all students have developed positive habits properly. Some children still experience difficulties in applying learning discipline, maintaining cleanliness, respecting teachers and friends, and being responsible for assigned tasks. This becomes a challenge for teachers in carrying out their role as character builders for students. Teachers are not only required to teach but also to become role models and create learning environments that support the formation of positive habits in children (Jainiyah et al., 2023).

The formation of positive habits in elementary schools is also strongly influenced by the interaction patterns between teachers and students. Good relationships between teachers and students can create a comfortable learning atmosphere so that children can more easily accept guidance and habituation provided by teachers. On the other hand, inappropriate approaches may cause students to experience difficulties in applying positive

values in daily life. Therefore, teachers need to use strategies that are appropriate to the characteristics of elementary school children, such as routine habituation, motivation, positive reinforcement, role modeling, and activities involving active student participation (Kemendikbud, 2024).

This study aims to analyze the role of teachers in shaping children's positive habits in elementary schools. The research focuses on the forms of teacher roles, strategies used in shaping students' positive habits, and obstacles faced during the habituation process. This research is expected to contribute to the development of educational science, especially in the field of character education and the formation of positive habits among elementary school children. In addition, the results of this study are expected to serve as evaluation material and references for teachers and schools in improving the effectiveness of character formation through various habituation activities in the school environment.

Therefore, the role of teachers in shaping children's positive habits is an important aspect that needs further study. Teachers have a major responsibility in guiding students not only to achieve academic competence but also to develop positive character and habits that can be applied in everyday life. Through the consistent and continuous formation of positive habits, students are expected to grow into disciplined, responsible, independent, and morally good individuals who can make positive contributions to society in the future

RESEARCH METHOD

This study used a qualitative approach with a descriptive research design. The qualitative approach was chosen because the study aimed to understand and describe in depth the role of teachers in shaping children's positive habits in elementary schools. The research was conducted in an elementary school, involving classroom teachers and students as research subjects. The subjects were selected using purposive sampling, namely selecting informants who were considered to have direct involvement and understanding of the process of forming students' positive habits at school (Koyan, 2022).

Data collection techniques in this study included observation, interviews, and documentation. Observation was conducted to directly examine habituation activities implemented by teachers in the school environment. Interviews were conducted with teachers to obtain information regarding efforts, strategies, and obstacles in shaping children's positive habits. Documentation was used to complement the research data in the form of activity photographs, school records, and supporting documents related to the formation of students' positive habits.

The research instruments used in this study were observation guidelines, interview guidelines, and documentation sheets. Observation guidelines were used to observe students' behavior and habituation activities carried out by teachers at school. Interview guidelines were used as references to obtain in-depth information from informants regarding the role of teachers in shaping children's positive habits. Documentation was used to strengthen data obtained from observations and interviews.

The validity of the data was ensured through credibility testing using source triangulation and technique triangulation. Source triangulation was conducted by comparing data obtained from several informants, while technique triangulation was conducted by comparing the results of observations, interviews, and documentation. In addition, member checking was carried out to ensure that the obtained data matched the information provided by informants. Therefore, the data generated in this study can be considered trustworthy and accountable (L.J Moleong, 2022).

The data analysis technique used in this study was an interactive analysis model consisting of data reduction, data presentation, and conclusion drawing. Data reduction was carried out by selecting and focusing on data relevant to the research objectives. The data were then presented in narrative form to facilitate understanding. The final stage involved drawing conclusions based on the research findings regarding the role of teachers in shaping children's positive habits in elementary schools (Qomaruddin & Sa'diyah, 2024).

RESULTS AND DISCUSSION

The Role of Teachers in Shaping Children's Positive Habits

The results showed that teachers have a very important role in shaping children's positive habits in elementary schools. Teachers function not only as providers of learning materials but also as role models, mentors, motivators, and supervisors in shaping students' behavior. Based on observations and interviews, teachers actively implemented various forms of positive habituation in daily school activities, such as encouraging students to arrive on time, maintain classroom cleanliness, pray before and after lessons, speak politely, and cooperate with classmates.

Teachers' roles as role models were reflected in the attitudes and behaviors they demonstrated during the learning process. Teachers provided direct examples through discipline, polite language use, and responsibility toward school duties and regulations. Students tended to imitate the behaviors demonstrated by teachers, making role modeling one of the main factors in shaping children's positive habits.

In addition, teachers also acted as mentors by guiding students to understand the importance of positive behavior in everyday life. Teachers provided direction and advice when students engaged in actions inconsistent with school rules. The persuasive and communicative approaches used by teachers helped students more easily accept the guidance provided.

Teachers' Strategies in Forming Positive Habits

The findings showed that teachers used several strategies in shaping positive habits among elementary school students. One of the most frequently applied strategies was routine habituation. Habituation was carried out continuously so that positive behavior became part of students' daily lives. These routine activities included greeting each other before entering the classroom, carrying out classroom cleaning duties, reciting prayers together, and disposing of garbage in the proper place.

Teachers also used motivation and positive reinforcement strategies for students. Positive reinforcement was given in the form of praise, rewards, and appreciation for students who demonstrated good behavior. This strategy proved effective in increasing students' enthusiasm for maintaining positive habits. Students felt appreciated and became more motivated to continue behaving positively in the school environment.

In addition to habituation and positive reinforcement, teachers applied personal approaches to students who experienced difficulties in implementing positive habits. Teachers provided special attention by engaging students in discussions, offering advice, and building good communication so that students felt comfortable and not pressured. This personal approach helped teachers understand the characteristics and needs of each student.

The following table presents the forms of positive habits developed by teachers in elementary schools:

No	Positive Habits	Implementation at School
1	Discipline	Arriving on time and following school rules
2	Responsibility	Completing assignments and classroom duties
3	Environmental awareness	Maintaining classroom and school cleanliness
4	Politeness	Greeting others and speaking politely
5	Cooperation	Group learning and helping classmates
6	Religiosity	Praying before and after learning

No	Positive Habits	Implementation at School
7	Honesty	Not cheating and telling the truth

The table shows that the formation of positive habits was carried out through simple activities implemented consistently in students' daily school lives.

Challenges Faced by Teachers in Shaping Positive Habits

The results also revealed several challenges faced by teachers in shaping positive habits among elementary school students. One major challenge was the differences in students' characteristics and backgrounds. Each child had different habits and parenting patterns from their families, requiring teachers to apply different approaches in the guidance process.

In addition, the lack of support from the family environment became another obstacle in forming students' positive habits. Some students still showed undisciplined and irresponsible behavior because the habituation implemented at school was not consistently supported at home. This condition forced teachers to work harder in instilling positive habits in students.

The influence of technological development and gadget use also became a challenge for teachers. Some students spent more time using mobile phones than engaging in social or learning activities. This affected students' discipline, learning focus, and social interaction at school.

Discussion

The results of this study indicate that teachers play a crucial role in determining the success of forming positive habits in elementary school children. These findings are relevant to character education theory, which states that teachers have a strategic function as role models and mentors in shaping students' behavior (Salsabilah et al., 2021). The role modeling provided by teachers becomes particularly important because elementary school children tend to learn through imitation of behaviors observed in their surroundings.

Consistent habituation was also proven effective in helping students apply positive behaviors in their daily lives. Positive habits implemented repeatedly gradually shape children's character. This finding indicates that character formation cannot be achieved solely through theoretical teaching but requires real practice and continuous repetition within the school environment.

The provision of motivation and positive reinforcement by teachers had a positive impact on students' behavioral development. Students became more confident and motivated to maintain positive behaviors that had been instilled. These findings support

the view that appreciation for good behavior can increase students' awareness in applying positive values.

However, this study also found that the formation of children's positive habits is influenced by various obstacles, particularly family environment and technological development. The lack of continuity between habituation at school and at home caused some students to experience difficulties in consistently maintaining positive behavior. Therefore, collaboration between teachers and parents is an important aspect in supporting the successful formation of children's positive habits.

Overall, the findings indicate that teachers make significant contributions to shaping students' positive habits through role modeling, habituation, motivation, and personal approaches. The consistent formation of positive habits can help students develop into disciplined, responsible, environmentally aware individuals with good social attitudes. Thus, the role of teachers is not limited to academic instruction but also includes character building among elementary school students.

CONCLUSION

Based on the findings of this study, it can be concluded that teachers play a very important role in shaping children's positive habits in elementary schools. This role is reflected in teachers' functions as role models, mentors, motivators, and supervisors in shaping students' behavior. Teachers not only deliver learning materials but also instill positive values through consistent habituation activities in daily school life.

The strategies used by teachers in shaping positive habits include routine habituation, motivation and positive reinforcement, and personal approaches to students. The positive habits developed include discipline, responsibility, environmental awareness, politeness, cooperation, religiosity, and honesty. The implementation of these strategies proved effective in helping students develop positive behavior and good character.

However, teachers still face several obstacles in practice, such as differences in students' characteristics, lack of support from family environments, and the influence of technological development and gadget use. These obstacles affect students' consistency in applying positive habits both at school and at home.

Therefore, the formation of children's positive habits requires good collaboration among teachers, schools, and parents so that habituation can be implemented optimally and sustainably. Teachers' consistent and continuous roles can help students grow into disciplined, responsible individuals with positive character in everyday life.

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