

# Character Education Through The Seven Habits of Great Indonesian Children Program For Early Childhood

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**Abstract.** The implementation of the "Seven Habits of Great Indonesian Children" song based on digital media in Medan certainly faces challenges and obstacles, both in terms of the availability of technological facilities and the readiness of teachers to use the song in early childhood learning. The purpose of this study was to determine the implementation strategies of the "Seven Habits of Great Indonesian Children" song based on digital media, and its implications for positive character development in early childhood. The research method used was descriptive qualitative, using observation, interviews, and document study techniques. The results and findings of this study indicate that effective character education efforts must involve synergy between early childhood education institutions and families. Teachers and parents have complementary roles.

**Keywords:** Song; Character; Early Childhood

## 1 Introduction

Character development in early childhood is a crucial aspect of education, considering that this period is the time when the foundation of a child's personality and morals is formed. One effective method that can be implemented is through the integration of music in the learning process. Music plays a significant role in shaping positive character traits in children, such as discipline, empathy, and cooperation. Furthermore, children's songs can be a medium for character development in early childhood. The art of music and song is a powerful stimulus for children's emotional development, so character formation can be carried out through fun and educational musical activities [1]. Music can be used as a medium for character formation and other aspects of development in early childhood. Song lyrics, for example, can influence children's psyche by instilling good values that build their personality or character [1]. The benefits of using music in children's character development can be a step for educators and policymakers to consider implementing structured music programs in the Early Childhood Education curriculum to achieve optimal developmental outcomes.

The integration of music into early childhood education curricula has been recognized as an effective strategy to support children's holistic development. Music not only serves as a means of entertainment, but also as a learning tool that can enhance various aspects of children's development, including cognitive, motor, social, and emotional. Music in the context of Early Childhood Education plays an important role in stimulating children's brain development, improving language skills, and critical thinking skills. In addition, music can help children recognize patterns, rhythms, and melodies, which contribute to the improvement of basic mathematical abilities [2]. In addition, music also plays a role in the development of social and emotional skills. Through group music activities, children learn about cooperation, empathy, and effective communication. The integration of music into social education can improve empathy and social awareness in early childhood [3]. In the context of local culture, the use of traditional songs as a learning medium can introduce children to cultural and moral values. Music and songs for children are not only enjoyable learning materials, but also effective means of instilling character values such as honesty, hard work, and responsibility [4]. Thus, the integration of music into the Early Childhood Education curriculum not only enriches children's learning experiences but also plays an important role in supporting character development.

The Ministry of Primary and Secondary Education (Kemendikdasmen) launched the "7 Habits of Great Indonesian Children" Movement as part of an effort to strengthen the character education of Indonesian children. This movement aims to instill seven positive habits that are expected to shape a healthy, intelligent, and character-driven generation. The seven habits introduced include: Waking Up Early, Worshipping, Exercising, Eating Healthy and Nutritious Foods, Enjoying Learning, Being Social, and Going to Bed Early. Kemendikdasmen, through the Character Strengthening Center, held the Indonesian Children's Song Creation Competition (Kelana), which successfully attracted 1,936 participants from all over Indonesia. To support the implementation of this movement, accompanying programs such as the Great Indonesian Children's Gymnastics and the Seven Habits of Great Indonesian Children Song Album have been launched. Guidelines for implementing the 7 Habits of Great Indonesian Children have been provided by Kemendikdasmen and can be implemented in all educational units from Early Childhood Education to High School by 2025. This program uses a creative approach to educate and inspire Indonesian children through digital media-based songs and gymnastics.

The implementation of the Seven Habits of Great Indonesian Children digitally in Medan is certainly not free from challenges and obstacles, both in the availability of technological facilities and teacher readiness in utilizing songs in early childhood learning. Based on field observations, not all Early Childhood Education institutions in Medan have adequate access to technological devices and the internet. This limitation hinders the implementation of digital media in music learning. In addition, many Early Childhood Education teachers still have difficulty accessing information using the internet and other digital technologies. This limitation is an obstacle to optimal utilization of digital media in kindergarten learning. Some Early Childhood Education institutions in Medan do not pay enough attention to arts learning activities, including music. This has an impact on the lack of children's creativity and the minimal use of digital media in music teaching.

Based on the above explanation, the author is interested in conducting research related to the application of the song "Seven Habits of Great Indonesian Children" in stimulating positive character development in early childhood. It is hoped that the results of an in-depth analysis of

the application of the song "Seven Habits of Indonesian Children" in early childhood character education can provide solutions and recommendations for improvement based on field findings.

## **2 Research Method**

This type of research uses a descriptive method with a qualitative approach. This research provides an accurate description and explanation of the conditions or symptoms faced. The collected data, after being analyzed, is then described so that it is easily understood by others. This study aims to provide an overview, describe and interpret the existing conditions related to the Application of the Song Seven Habits of Great Indonesian Children Based on Digital Media in Stimulating Positive Characters in Early Childhood. The focus/target of the study in this research is the implementation of the song 7 Habits of Great Indonesian Children in Medan Denai District.

The data analysis technique used in this study was interactive data analysis. The stages of data analysis are detailed as follows:

### **1. Data Collection**

Research data on the implementation of the song "7 Habits of Great Indonesian Children" obtained from interviews, observations, and documentation were recorded in field notes consisting of two parts: descriptive and reflective. Descriptive notes are natural notes derived from observations of the implementation, strategies, and implications of the song "7 Habits of Great Indonesian Children" conducted during the study. Reflective notes in the "7 Habits of Great Indonesian Children" study consist of notes containing the researcher's impressions, comments, opinions, and interpretations of the findings, which serve as the basis for the data collection plan for the next stage.

### **2. Data Reduction**

The data obtained were still in the form of documents, and the researcher's notes, which consisted of lengthy descriptions, needed to be reduced. Data reduction is part of the analysis that aims to clarify, shorten, focus, and eliminate unnecessary information so that valid final conclusions can be drawn. In this reduction, research data was selected according to the focus of this research which is related to the application of the song 7 Habits of Great Indonesian Children to Kindergarten students in Medan Denai District.

### **3. Data Presentation**

Data presentation is information that allows conclusions to be drawn. In this study, data obtained through observations, interviews, and documentation are presented completely and honestly. The data is then analyzed based on existing categories and problems to create a clearer and more systematic presentation. The data presented relates to the implementation of the song "7 Habits of Great Indonesian Children" among kindergarten students in Medan Denai District.

### **4. Conclusion Drawing**

Conclusions regarding the implementation of the song "7 Habits of Great Indonesian Children" are drawn based on the collected field data notes. In data reduction, the researcher selects, focuses, simplifies, abstracts, and transforms the raw data obtained from the field notes. This data reduction process is carried out continuously throughout the research process. The next step is complete data presentation, which is a collection of organized information that allows conclusions to be drawn.

### **3 Discussion**

The implementation of the 7 Habits of Great Indonesian Children program aligns with research findings showing that positive discipline practices in Early Childhood Education institutions are implemented through three main stages: socialization, preparation, and implementation. In this context, positive discipline is not only understood as a technical aspect, but also as a fundamental principle that is realized through the application of seven core principles of positive discipline. Furthermore, this program also reflects the three main dimensions of character education which consist of: moral knowledge, moral feelings, and moral actions [5]. Thus, children not only understand the value of discipline (knowledge), but are also able to internalize its meaning (feelings), and practice it in real behavior (actions).

#### **1. Socialization**

The socialization of the "7 Habits of Great Indonesian Children" program in kindergartens in Medan Denai District began with an official circular from the Department of Education. In its implementation, schools introduced the "7 Habits of Great Indonesian Children" program to children through fun activities such as clapping and a special song used during morning exercise.

As a demonstration of readiness and commitment to implementing the "7 Habits of Great Indonesian Children" program, kindergartens in Medan Denai District have integrated these values into daily lesson plans and daily, weekly, and annual programs.

#### **2. Implementation**

The implementation of the "7 Habits of Great Indonesian Children" program in kindergartens in Medan Denai District is integrated through various activities that become part of the children's daily routine at school. The program, which includes the habit of waking up early, religious observance, regular exercise, consuming healthy and nutritious foods, a love of learning, social interaction, and going to bed early, has been proven to positively contribute to the development of disciplined character in early childhood. Each of these habits complements each other, developing children who not only obey rules but also have a high level of self-awareness and social responsibility. Teachers and parents observed significant changes in children's behavior, with them becoming more obedient, independent, and able to carry out daily activities consistently without needing reminders.

The findings of this study indicate that the character development of children in kindergartens in Medan Denai District is optimal through the implementation of the "7 Habits of Great Indonesian Children" program. Children demonstrate caring behaviors for others, for example by taking the initiative to visit sick friends, sharing voluntarily, helping teachers clean the school environment, and sharing toys without coercion. These attitudes consistently emerge in both daily classroom interactions and group activities. The development of a high level of empathy is not an instant result, but rather the result of a continuous process of habituation supported by a consistent environment, both at school and at home.

#### 4 Conclusion

Based on the draft research results and findings, it can be concluded that effective character education must involve synergy between early childhood education institutions and families. Teachers and parents have complementary roles. In kindergarten, children are introduced to rules, responsibilities, and social values; while at home, children receive reinforcement and direct examples from their parents.

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