

Implementation of Positive Culture in Developing Discipline Attitudes in TK Putra II Kota Serang

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ABSTRACT

This research was conducted at Putra II Kindergarten in Serang City during the Preschool Field Introduction (PLP) activity which took place from September 24, 2024 to November 8, 2024. This study used a qualitative descriptive method, which aims to describe the implementation of positive culture at TK Putra II Kota Serang and its impact on children's habits. Data collection techniques were carried out through observation and interviews. Observation was used to observe daily activities at school, while interviews were conducted with teachers to understand the process of implementing a positive culture. The results of the study showed that a positive culture at TK Putra II Kota Serang includes habits such as giving and returning greetings, patiently waiting for one's turn, listening to others speak, speaking and behaving politely, caring for others, and maintaining a clean environment. These habits are consistently applied through the active role of teachers as role models, which is the key to the success of implementing these positive values. Positive in this school has a significant impact on the formation of children's character, creating a conducive learning atmosphere, and encouraging the development of values such as empathy, responsibility, and cooperation. Challenges remain in maintaining the consistency of positive culture by all students, but teachers' efforts in guiding and providing real examples help overcome these obstacles. This study is expected to be a reference in the strategy for developing positive cultural habits in early childhood education institutions to support the formation of strong characters.

INTRODUCTION

Early childhood education is the initial stage in basic education. In this period, coaching efforts are aimed at children from birth to six years old, through the provision of appropriate stimulation. In early childhood education institutions, educators are required to develop the potential of each child, so that they are able to overcome various creative challenges in the future. In addition, teachers not only act as transmitters of knowledge, but must also be sensitive to the uniqueness of each student. By developing these specialties, we can help children make these things into proud advantages. There are many potentials in children and all of them need to be developed, one of which is the potential for creativity (Saputra, 2018). The basis for the development of children's thinking and personality is greatly influenced by the learning process provided by parents from preschool age, namely between 0 and 6 years. Early Childhood Education (PAUD) has a very important role in preparing Human Resources in the future. In addition, children's intellectual development occurs rapidly in the early years of life, and various studies show that character formation also occurs in the early age phase. Early childhood is a golden period in life, where physical, motoric, intellectual, emotional, language, and social development occurs very rapidly. Even a child's intellectual development takes place before the child is 4 years old. So that improving the quality of early childhood needs to be done as much as possible, considering that optimizing human quality must have a strong foundation from the beginning of life (Shunhaji et al., 2021).

The definition of early childhood is indicated for children aged 0-6 years. Early childhood according to NAEYC (National Association For The Education Of Young Children) is a child aged 0-8 years who receives educational services in a family child care home, preschool education, both public and private, kindergarten (TK), and elementary school (SD) (Pebriana, 2017).

Habituation is one of the most important educational methods, especially for children. At their age, children do not fully understand the difference between good and bad in the context of social norms. In addition, they also do not have various obligations like those faced by adults. Therefore, it is very necessary to accustom them to certain behaviors, skills, abilities, and mindsets so that they can develop properly. Children need to be accustomed to something good (Amanda Nur Apriana et al., 2021).

The application of habits in disciplinary character education is a comprehensive way to instill values of virtue. This discipline is exemplified through good examples and consistent handling of behavior, so as to uphold moral and intellectual qualities. By developing a better personality in accordance with applicable norms, we can form a disciplined generation. When moral values that support leadership and self-discipline are instilled from an early age, children will be accustomed to being disciplined in various situations. The value of discipline is the starting point for all determinations of good and bad behavior of an individual. With this habituation, a good personality or character is formed to give rise to the instillation of culture in a positive direction (Purwanti & Haerudin, 2020)

According to Mulyasa (2011), Education through habituation can be carried out in a structured manner in the learning process or in an unstructured manner in daily activities. Unprogrammed habituation activities can be integrated through routines and role models. Routine activities refer to habits that are carried out according to a schedule, such as praying dhuha together, exercising, and maintaining personal and school environmental hygiene. Meanwhile, exemplary activities include daily behavior, such as dressing neatly, reading diligently, giving praise to the goodness or success of others, and arriving on time. (Machfiroh et al., 2019).

In schools, habituation plays an important role in instilling positive values in children. Through consistent routines, children are encouraged to get used to doing good things, such as sharing, queuing orderly, and maintaining environmental cleanliness. This habituation is carried out with a fun approach so that children feel comfortable and motivated to participate in these activities. Thus, habituation not only forms positive habits, but also helps children internalize these values into their daily lives. believes that in an effort to form a good and quality generation, character formation from an early age must be carried out by instilling good values in children. The formation of children's character certainly cannot be separated from the role of parents and teachers in forming it through daily habits in a programmed manner. Furthermore, these daily habituation activities are applied consistently through modeling from parents, teachers, and adults around them. By seeing directly how parents, teachers, and adults around them practice good character values, children can easily imitate all the positive characters that are practiced (Ciamis & Barat, 2024). The school environment, in addition to the family environment, has an important role in shaping children's character so that teachers must use the right tactics in shaping children's character. Teacher techniques in building student character are very important, where teachers must strive to be ideal teachers, in addition to having extensive expertise and knowledge so that the material taught can be reviewed from other scientific fields according to Sormin & Rangkuti, 2018 in (Retnaningtyas & Zulkarnaen, 2023). According to Syarbini (2014: 90) the role of teachers and parents is very large in fostering children's character with any pattern, with one of them being a habit, it can lead to maturity and adulthood, so that children can control themselves, solve their problems and face the challenges of their lives. To foster this character, teachers need to apply discipline in living their daily lives (Ihsani et al., 2018).

LITERATURE REVIEW

The teaching method applied in early childhood education is very important, and one effective approach is habituation. Habituation is a way to help students develop mindsets, attitudes, and behaviors that are in line with the demands of the surrounding environment. As a foundation for early childhood education, habituation needs to be applied from the start. Therefore, the use of habituation as a method in educating early childhood is very appropriate. At this sensitive age, children are easily influenced by the environment and tend to imitate what they see. Through the process of direction and guidance carried out

using the habituation method, we can guide children to good habits and behaviors. One effective way to apply this habituation is through game media, which makes the learning process fun and interactive. The choice of this game media refers to the development of early childhood who enjoy doing their activities by playing, where playing is an essential demand and need for early childhood (Susanti & Ae, 2024). According to (Irfan et al., 2025) the application of positive discipline requires several principles including:

1. Mutual Respect. In this context, it is important for educators to respect each other, considering that they are role models for children. In addition, educators also need to respect the needs of their students or students.
2. Identifying the motives behind children's behavior or actions. As teachers, we will be more effective in changing children's behavior if we can understand the underlying motives. Thus, we can help change children's beliefs that drive these actions.
3. Effective communication and problem-solving skills.
4. Discipline that teaches (and not being permissive or punitive).
5. Focus on solutions, not punishment.

According to (Sari et al., 2025) the role of teachers in instilling discipline in children, namely:

1. Teachers as role models, the role of teachers in disciplining children is to teach children first, such as giving good examples so that children understand how to do good deeds.
2. Teachers as class leaders, teachers as class leaders must be consistent in applying regulations to children.
3. Teachers as assessors, teachers as assessors of every child's activity so that teachers know how far the child's development is.
4. Teachers as educators, the role of teachers as educators is very important because teachers teach children from not knowing to knowing a lot and teachers can help develop aspects that exist within the child.
5. Teachers as mentors, Therefore, children receive not only material education but also mental and character development that is also loved
6. Teachers as role models, teachers must provide exemplary behavior so that children can emulate the disciplined behavior and practice it again outside of school.
7. Teachers as motivators, teachers provide motivation to children because children really need motivation and guidance so that children are able to distinguish between good and bad.

In TK Putra II Kota Serang, a positive culture is implemented through various activities designed to shape children's character. Some of the habits taught include giving and returning greetings, patiently waiting in line, listening to others speak, speaking politely, giving others the opportunity to speak, loving others, listening to opinions, storing equipment after use, maintaining a clean environment, and bringing healthy supplies from home. These habits are instilled through examples given by teachers, habits in daily activities, and support from a conducive school environment.

The implementation of a positive culture is certainly not free from challenges. Differences in children's backgrounds, lack of support from families, and time constraints are often obstacles in the habituation process. Teachers have an important role in facing these challenges by creating innovative and flexible strategies so that positive values can be accepted and understood by children. In addition, the teacher's hope that this positive culture will also be implemented at home is one of the keys to the success of this program. The impact of implementing a positive culture in TK Putra II Kota Serang can be seen in the children's habits that begin to reflect these values. Children become more disciplined, polite, and responsible. They also show empathy and concern for others, both friends and the surrounding environment. With consistent habits, a positive culture not only affects children's lives at school but also brings positive changes in their interactions outside of school. This is proof that a positive culture can be an important foundation in forming a generation with character and noble character.

Based on the background above, this study is interested in conducting a study entitled "Implementation of Positive Culture on the Habits of Children in TK Putra II Kota Serang". This study aims to determine the process of implementing positive culture in TK Putra II Kota Serang in forming children's habits, the strategies used by teachers in integrating positive culture into daily learning activities, and the impact of implementing positive culture on changes in children's habits in TK Putra II Kota Serang.

METHODOLOGY

This research was conducted at TK Putra II Kota Serang during the Preschool Field Introduction (PLP) activity on September 24, 2024 - November 8, 2024. This study uses a qualitative descriptive method. Qualitative methods are used in this study as the main approach. This method is often referred to as an artistic method because the research process does not always follow a rigid or standard pattern, but is flexible and adapts to the research context. In addition, this method is also known as an interpretive method, because the data obtained generally requires in-depth interpretation to understand the meaning contained therein. Descriptive research method is an approach that aims to describe or describe certain characteristics, phenomena, or situations as they are, without manipulating or intervening in the variables being studied. The main focus of this method is to provide a detailed, systematic, and factual picture of a particular object or phenomenon being observed. This method does not aim to explain cause-and-effect relationships, but rather to collect and analyze existing data to provide a better understanding of a particular situation.

The data collection technique in this study used observation and interviews. Observations were carried out to observe activities related to the positive culture of Putra II Serang Kindergarten towards children's habits, through observation researchers can process information retrieval through observation. During the research process. Researchers also interviewed teachers at TK Putra II Kota Serang regarding the implementation of the positive culture of TK Putra II Kota Serang.

In addition, the results of observations and interviews can also provide a clearer picture of the dynamics between teachers, children, and the school environment in building this positive culture. Although a positive culture has been implemented well in this school, challenges remain in ensuring that these values can be accepted and applied consistently by all children. In this case, the role of teachers is very important in providing appropriate examples and directions.

Overall, this study is expected to provide a better picture of how positive culture is implemented in TK Putra II Kota Serang and how it affects the habits of children there. Through a deeper understanding of the implementation of this positive culture, it is expected that more effective strategies and approaches can be found in supporting the development of children's character at an early age, so that they can grow into individuals who have strong positive values that can be applied in their daily lives.

RESULTS AND DISCUSSION

The purpose of this study was to analyze the habituation of positive culture implementation in TK Putra II Kota Serang. The researcher collected data obtained from child observation and teacher interviews at school. The contents of positive culture in TK Putra II Kota Serang are as follows:

1. Giving and returning greetings.
2. Patiently waiting in line.
3. Listening to others when they speak.
4. Speaking and behaving politely.
5. Giving opportunities to speak.
6. Loving everyone.
7. Listening to other people's opinions.
8. Storing equipment after use.
9. Maintaining environmental cleanliness.
10. Bringing healthy supplies from home.

The results of this study are that the implementation of positive culture in the school environment is very important for forming good student habits. Through an approach that emphasizes values such as discipline, responsibility, empathy, and cooperation, students can develop into individuals with character. This positive culture not only improves a conducive learning atmosphere, but also helps students to build positive habits such as respecting others, maintaining cleanliness, and managing time well. The habituation of positive culture at TK Putra II Kota Serang has been successfully applied to all students at the school. Implementing a positive culture is carried out mainly by teachers who provide good examples to students. To find out more about the implementation of a positive culture at TK Putra II Kota Serang, interviews were conducted with teachers and the following are the results of the interviews:

Table 1. Teacher Interviews 1.

No.	Teacher Interview Questions	Teacher Interview Answers
1.	How is positive culture implemented in TK Putra II Kota Serang in daily activities?	Implementation by habituation and daily reminder of the positive culture content of TK Putra II Kota Serang.
2.	What are the positive habits that are expected to develop in children through the implementation of this positive culture?	All aspects of positive culture are expected to develop in children.
3.	What challenges do you face as a teacher in instilling a positive culture in children in the classroom?	The challenge faced is that the habits that have been implemented by teachers at school are different from the habits implemented by parents at home.
4.	How do you as a teacher evaluate the success of implementing a positive culture towards changing children's behavior or habits?	Pay attention to the initial implementation of positive culture and compare when positive culture has been implemented.
5.	How do teachers discipline children without violating the principles of positive culture?	Inform and discipline by habituation, so that children can be disciplined.
6.	How do schools handle differences in children's characteristics, in the context of implementing a positive culture?	Invite and give examples to children, so that children can implement positive culture well.

Table 2. Teacher Interview 2.

No	Teacher Interview Questions	Teacher Interview Answers
1.	How is positive culture implemented in TK Putra II Kota Serang in daily activities?	By reading positive culture every day at TK Putra II Kota Serang, providing information on how children can implement positive culture, and also watching videos about good and bad behavior
2.	What are the positive habits that are expected to develop in children through the implementation of this positive culture?	Children obey the rules that have been set according to what is expected from points one to ten, and carry out the rules well outside of school too
3.	What challenges do you face as a teacher in instilling a positive culture in children in the classroom?	Many challenges, especially children who do not understand the contents of positive culture and only memorize the contents of the positive culture
4.	How do you as a teacher evaluate the success of implementing a positive culture towards changing children's behavior or habits?	Seeing from one of the children who can fulfill and obey the rules of positive culture with the habits carried out at school
5.		Reminding about the positive culture of Putra 2 Serang Kindergarten on the habits as educators that have been made

6.	How do teachers discipline children without violating the principles of positive culture?	By informing good and bad attitudes, and also positive attitudes in children that must be done and obeyed in the school environment
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Based on the results of interviews conducted with teachers at the TK Putra II Kota Serang, the implementation of positive culture is carried out through daily habits. Every morning, the teacher reads out positive culture points and is followed by the children, the teacher explains how positive culture can be applied in everyday life, and occasionally plays videos showing the differences between good and bad behavior. The goal is that all aspects of positive culture can develop in children, so that children understand and obey the rules that have been set in each point of the positive culture of TK Putra II Kota Serang. In addition, this application is expected not only to apply at school, but can also be applied by children outside the school environment.

However, there are several challenges that occur in its implementation. One of the challenges that can occur is the difference between the habits applied by teachers at school and the habits taught by parents at home. Some children, especially those who do not fully understand the contents of positive culture, tend to only memorize each point without understanding its meaning. To overcome this, teachers continue to integrate child development from the beginning of the application of positive culture to seeing the changes that occur after the habituation takes place. In order to discipline children, teachers of TK Putra II Kota Serang use the habituation method and consistently remind children about the positive culture that has been created. To handle each difference in children's characteristics, teachers provide direct examples of good attitudes that must be imitated and bad attitudes that must be avoided. This process is carried out by inviting children to understand slowly and providing opportunities to teach positive behavior. In this way, children can understand, internalize, and apply positive culture independently in everyday life both in the school environment and at home. The application of this positive culture is one strategy to form a disciplined character and positive attitude in children from an early age, although it requires time, consistency, and cooperation between the school and parents

CONCLUSIONS AND RECOMMENDATIONS

Early childhood education is the initial stage of education carried out through various stimulations. Currently, education is focused on development efforts aimed at children from birth to six years of age, where this process involves appropriate stimulation. Teachers are also required to be able to see the uniqueness and potential of each student. The learning process provided by parents during the pre-school period (0-6 years) greatly influences the development of the child's mind and personality as a whole. The term "early childhood" refers to children aged 0-6 years. Habituation is one of the most important ways to teach, especially for children. Disciplined character education is considered a value consisting of all its goodness that is exemplified, and the disciplined behavior that is applied is considered a highly valued value. This

attitude reflects moral and intellectual qualities that encourage individual development through the application of existing standards. To encourage cultural change in a positive direction, this habit is a trait of good personality or character. Shows that the application of a positive culture in TK Putra II Kota Serang makes a significant contribution to the formation of children's character and good habits. Therefore, a positive culture in early childhood education environments is very important to support good character development and form habits that can be applied in children's daily lives.

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