

Strengthening the Character of Elementary School Students Through the 7 Great Children's Habits Program based on Reflection and Appreciation

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Abstract

Character education in elementary schools is still ceremonial and has not been integrated into students' daily routines. Many teachers have difficulty teaching character values due to a lack of concrete models and adequate training. As a result, character values such as discipline, responsibility, and care have not been optimally formed in elementary school students. This study aims to describe the implementation of the 7 Great Children's Habits program based on reflection and appreciation and analyze its contribution in strengthening the character of elementary school students. This study uses a descriptive qualitative method with literature study techniques and document analysis to describe the concept and implementation of the 7 Great Children's Habits Program based on reflection and appreciation. Data is collected from relevant journals, books, and previous research, then analyzed inductively, to draw comprehensive conclusions. The results of the study show that the 7 Great Children's Habits Program based on reflection and appreciation effectively strengthens the character of elementary school students, especially the values of independence, discipline, responsibility, politeness, caring, active, reflective, inspiring, and religious, through daily habituation. Students' daily habits such as waking up early, worshipping, exercising, eating healthy, liking to learn, socializing, and sleeping quickly, effectively strengthen the character of elementary school students through a combination of daily habits, reflection, and integrated appreciation. The use of journal media, inspirational videos, motivational boards, and appreciation systems is also effective in supporting the 7 Great Children's Habits Program. These results have implications for helping students reflect on good habits, as well as motivating consistent character strengthening in elementary school. This study concludes that the 7 Great Children's Habits Program based on reflection and appreciation effectively strengthens the nine main characters of elementary school students through daily habituation integrated with the media of reflection and appreciation to form positive behavior consistently.

Keywords: strengthening, character, program 7 great children's habits, reflection, appreciation, students, elementary school

Introduction

Character education at the Elementary School (SD) level is crucial as this period is an early phase of value internalization that affects children's moral and social development (Retnasari, et al., 2021). Consistent character building is fostered through repeated daily activities, reflecting on

experiences, and receiving positive reinforcement. Character building in Indonesian elementary schools has received significant attention in recent decades.

Character education in Indonesian Elementary Schools (SD) currently faces persistent and serious obstacles. Field

phenomena in the implementation of character education in elementary schools are largely hindered by a lack of government support, limited teacher training, and minimal parental participation (Jhon, et al., 2021). Character values are often integrated ceremonially rather than becoming routine practice.

Many schools still prioritize academic achievement, making character education merely a supplement. This occurs due to the limited potential of teachers in developing students' character. A Kemendikbud research (2021) states that approximately 62% of teachers are confused about integrating character values into non-Religious and non-PPKn subjects, while character programs are often presented separately from learning routines. This phenomenon is also found in the research by Roxida and Sulistyorini (2021), stating that more than half of teachers experience difficulty integrating character values into general subjects. This indicates a serious gap between the goals and practices of character education in elementary schools.

Various studies show that the implementation of character education in elementary schools still faces challenges regarding the integration of activities and deep student involvement (Aningsih et al., 2022; Fajari et al., 2023). The implementation of character education in elementary schools still tends to be theoretical and not fully integrated into students' daily activities (Setiawan, & Rofiah, 2023). Sinulingga (2025), however, simple habits such as waking up early, praying, exercising, eating healthily, studying, socializing, and sleeping on time are potential moments to instill character values if designed in a structured program. Only, this has not been optimally structured in formal educational practices (Sinulingga, 2025).

Character education in Indonesian Elementary Schools (SD) still faces significant challenges, especially in its application, which is often sporadic and not well integrated with daily teaching. Consistent daily routines, such as morning routines, communal prayers, and value inculcation through behaviorism, have proven effective in character formation, although in many school practices, such positive habits are still not optimized (Gantini & Fauziati, 2021). Furthermore, Saimin, et al. (2023) found that positive habits, such as morning greetings, waste

management, and reading, consistently strengthen the Pancasila Student Profile, such as mutual cooperation, empathy, and respect (Saimin et al., 2023). Given these facts, there is an urgent need to develop a character education model based on daily habits that is not only theoretical but also applicable and easy for teachers to implement in daily school life.

One solution to anticipate the phenomenon of character formation can be the "7 Great Habits of Great Kids" Program for elementary school students. This program is designed to strengthen elementary students' character through daily habits such as waking up early, exercising, literacy, and sleeping on time. This program is designed using reflective and appreciative approaches that are proven effective in character formation. The reflective approach provides space for students to reflect on the values they practice (journals, discussions), while the appreciative approach provides direct reinforcement, such as cards and "great" stars, to encourage consistency in moral behavior. This approach has been proven to increase students' moral awareness, sense of responsibility, and intrinsic motivation (Utami & Hidayat, 2022; Retnasari, et al., 2021).

The 7 Great Habits of Great Kids Program is supported by Piaget's theory, which states that elementary students are in the concrete operational stage, thus understanding values through real experiences such as sleep journals and daily reflections (Rukajat & Krisnayansyah, 2023). Based on Kohlberg's theory, students are in the pre-conventional to early conventional stages, so appreciation like "Great Cards" and "Great Stars" effectively strengthens morality through social rewards (Rachman & Yulianti, 2021). Gardner's multiple intelligences theory is also relevant because this program involves various intelligences, for example, HEBAT Gymnastics for kinesthetic, literacy corner for linguistic, and mini social action for interpersonal (Marwanti, 2022). Thus, this program has a strong theoretical basis and is suitable for the developmental stage of elementary school students.

The 7 Great Habits of Great Kids Program is present to address the need for student character development. This program designs seven main habits: waking up early, praying, exercising, eating healthily, loving to learn, socializing, and

sleeping early (Hartanto et al., 2025). This program is equipped with reflective and appreciative activities to provide social reinforcement appropriate to the moral stage of elementary school students (Rahayu & Djajakusuma, 2021). Unfortunately, this combination is rarely implemented simultaneously in character education in elementary schools.

Character building through daily habits needs to be combined with a reflective approach to help students understand the meaning of good actions performed, as well as social appreciation to strengthen students' moral motivation and prosocial behavior (Utami & Hidayat, 2022; Ahmad, 2020). Reflective and appreciative approaches have also proven effective in fostering responsibility, discipline, and social care values in elementary school students (Kurniawan, 2021; Gantini & Fauziati, 2021). Nevertheless, the habituation approach combined with reflection and appreciation is still rarely implemented comprehensively in character education for elementary school students.

This research is relevant to previous studies. Retnasari, et al., (2021) showed that the implementation of character education through school culture can strengthen civic values such as religiosity, independence, and responsibility, but it depends on the availability of infrastructure and teacher training. Aningsih, et al. (2022) found that character education in elementary schools is effective when integrated with habituation activities and school culture. Furthermore, Sinulingga's research (2025) also affirms that the 7 Great Habits of Great Kids program, which includes waking up early, praying, exercising, eating healthily, loving to learn, socializing, and sleeping early, can holistically instill values of discipline, responsibility, and religiosity in students.

The novelty of this research lies in the 7 Great Habits of Great Kids Program, which fully integrates all seven habits within one program framework. In addition, this program designs planned daily routines by integrating two important elements rarely explored together: reflection through journals and discussions, and appreciation through "great" cards, "great" stars, and weekly awards. This program combines

concrete habituation, self-awareness through reflection, and moral reinforcement through social appreciation, thus addressing strategic needs not accommodated in previous research.

This research is important because students' daily habits, such as waking up early, praying, reading, exercising, and sleeping on time, are strategic moments for instilling character values, but they are still underutilized in formal education practices. Teachers also face challenges in teaching character values without a concrete, easily applicable model. Therefore, this research is urgently needed because it not only offers a theoretical and practical habituation model but also uses reflective and appreciative approaches appropriate to the developmental stage of elementary school students.

This research aims to develop the 7 Great Habits of Great Kids Program based on reflection and appreciation as a concrete effort to integrate character values into students' daily routines. This program is designed to address the sporadic nature of character implementation obstacles. This research is also designed to address the problem of whether the implementation of the 7 Great Habits of Great Kids program based on reflection and appreciation can strengthen elementary students' character. This problem aligns with the objective of describing the program's implementation and analyzing its contribution to character formation through a practical, reflective approach, suitable for the developmental needs of elementary school children.

Method

This study uses a descriptive qualitative approach. This approach is carried out to describe, explain, and analyze the phenomenon of character education in depth. This approach emphasizes the interpretation of empirical data by outlining the facts, symptoms, and dynamics that occur in the educational environment. This research focuses on a comprehensive understanding of the meaning, values, process, and implementation of character education through the 7 (seven) great children's habits program based on reflection and appreciation based on relevant theories and literature, as well as providing a real picture of its application and the implications that occur, as the basis for

developing an effective character education strategy according to the needs of elementary school students and the school environment.

This study uses a literature study with primary data in the form of theories and concepts from experts obtained through books and scientific articles, as well as secondary data in the form of previous research results related to character education, 7 habits, reflection, appreciation, and learning media. Data collection techniques are carried out through documentation studies and literature studies which include the theory of character education according to Lickona, Suyanto, and the Ministry of Education and Culture, the theory of the 7 habits from Sean Covey, the concept of reflection and appreciation in education, and similar research results published in national and international journals. Data were analyzed using content analysis techniques through a literature study procedure to collect data from books, scientific articles, and previous research results related to character education, the 7 Great Children's Habits, as well as a reflection and appreciation approach. The next research procedure is to conduct data education to select relevant information, categorization into main themes, interpretation based on theory and context, and presentation of data in a systematic narrative description. The expected result is the preparation of a conceptual and practical description of the use of the 7 Great Child Habits program to strengthen students' character, as well as the implications of its implementation for teachers and schools based on theory and scientific evidence.

Results and Discussion

Character Values of Elementary School Students

The character of elementary school students is the main foundation in forming a child's personality that is intact, has integrity, and is able to interact positively with his environment. Character development at this level instills moral values that will shape positive attitudes, habits, and mindsets. The importance of character development in elementary school students has been widely researched. The following is a description of the characters based on the latest literature.

Self-sufficient

The independent character of elementary school students trains to be responsible without depending on others. This independent character is defined as the ability of students to act on initiative and not depend constantly on others (Patria & Silaen, 2020; Siregar, et.al., 2024). This character involves initiative, confidence, and personal responsibility. This character seeks to habituate daily activities to form student independence in elementary school (Hermanto, et.al., 2024). Setiawan, et.al., (2021) identified that independence emerges through thematic learning activities that require students to do assignments independently and make their own decisions.

Discipline

The disciplined character of elementary school students is to get used to obeying rules, time, and obligations. The character of this discipline concerns compliance with rules and managing time responsibly (Maela, et.al., 2023; Sari, et.al., 2024). This character reflects compliance with rules and time commitment (Widagdo, et.al., 2020). Lickona & Qardhawi (2024), make it clear that discipline is part of moral action, which is the ability to apply known and believed values into real actions consistently. This character is important for forming regular study and living habits. Discipline character can be grown through school culture such as the obligation to enter on time, maintain cleanliness, and compliance with discipline (Gunawan, et.al., 2020). Solehuddin, et.al., (2022) added that parental involvement, teacher examples, and consistent rules are the keys to instilling student discipline.

Responsibility

The character of responsibility of elementary school students builds awareness of tasks and roles that must be carried out well. The character of this responsibility is related to the student's awareness of completing tasks and accepting the consequences (Maolia, et.al., 2020). This character is formed from simple tasks such as keeping the classroom clean or completing work on time (Diharja & Hadiwinarto, 2021). Retnasari et.al., (2022) shows that responsibility is formed through community activities at school and students' routine tasks. In other words, this character of responsibility emphasizes the awareness to fulfill tasks, maintain trust, and

accept the consequences of actions (Lumbu, et.al., 2025).

Polite

The polite character of elementary school students fosters respectful attitudes and polite behavior in daily interactions. This polite character is seen as respectful, polite, and respectful of others in speaking and acting (Liyossan, 2024). Manners as a cultural value of the nation are also supported in habituation practices, such as greeting teachers kindly, asking for permission, and speaking in good language (Hermanto et.al., 2024). This is also added by Setiawan, et.al., (2021), the character of manners arises from positive social interaction and teacher guidance in thematic learning.

Care

The caring character of elementary school students instills social sensitivity and a willingness to help others. Caring character means having empathy and sensitivity to the needs of others and the surrounding environment (Nilamsari, et.al., 2023). This character is cultivated through simple social activities such as sharing food, helping friends in difficulty, or community service together (Diharja & Hadiwinarto, 2021). This activity is strengthened by Gunawan, et.al., (2020), caring activities can be carried out with mutual cooperation and sharing to help foster concern between students.

Active

The active character of elementary school students invites enthusiastic participation and involvement of students in positive activities. Active character can be interpreted as a proactive attitude in participating in activities, asking questions, discussing, and taking positive actions without being told (Khotimah, 2016). This character is manifested through students' activeness in learning and school activities (Sundari, 2016). The formation of students' active character can be done through morning gymnastics, literacy programs, and participation in class discussions (Hermanto et.al., 2024).

Reflective

The reflective character of elementary school students encourages them to reflect on the experience and learn from each action. This reflective character is seen as the ability to review the experience and learn from it (Ahmad, 2020). This character develops students' ability to reflect

on experiences, evaluate actions, and learn from mistakes (Suharjo, et.al., 2024). The formation of this character can be done by making ethical decisions by students as moral knowing and moral feeling (Lickona & Qardhawi, 2024).

Inspiring

The inspirational character of elementary school students makes it a habit to be an example and encourage friends. This inspirational character includes the ability to be an example and encourage others with good actions (Salsabilah, 2021). This character is shown by students who are examples and influence friends through good behavior (Zulwiddi, 2024). The giving of "Great Stars" between students is a form of social appreciation that encourages students to continue to be role models in positive character (Hermanto, et.al., 2024).

Religious

The religious character of elementary school students instills faith and spirituality in daily life. This religious character is understood as an obedient attitude of practicing religious teachings, loving kindness, and upholding spiritual values (Moko, 2017). Activities such as morning prayer, reading short verses, and sharing spiritual experiences encourage students to cultivate an awareness of divine values (Diharja & Hadiwinarto, 2021). The cultivation of religious character includes spiritual awareness and respect for religious values, such as religious tolerance, and the celebration of holidays (Gunawan, et.al., 2020).

Program Concept 7 Great Children's Habits

The "7 Habits of Happy Kids" program is an adaptation of *The 7 Habits of Happy Kids* by Sean Covey, which is designed to develop positive habits in elementary school students (Hartanto, et.al., 2025). In this study, these habits were adapted into a simple daily routine but had a big impact on the formation of students' character. This is strengthened by Sinulingga (2025), this program includes the habits of waking up early, worshiping, exercising, eating healthy and nutritious, fond of learning, socializing, and fast sleep. These seven habits play an important role in supporting children's physical, mental, spiritual, and social development so as to form a person with noble character, discipline, and responsibility.

Muna, et.al., (2024) shows that morning habits such as joint prayer, gymnastics, and literacy activities are effective in instilling religious and caring character and supporting the strengthening of the profile of Pancasila students in elementary schools. These habits encourage students to have social sensitivity, respect, and tolerance in diverse environments. This is clarified by Siregar, et.al., (2024), the relevance of the principle of *7 Habits of Highly Effective People* to Islamic character education, showing that habits such as proactive, disciplined, positive thinking, and maintaining a balance in life are in line with the goals of character education in Islam, so that the 7 Habits of Highly Effective People Program can also be integrated with religious values in elementary schools.

Aningsih, et.al., (2022) emphasized that character education in elementary schools needs to be carried out through example, habituation, integration in learning, and extracurricular activities. The character values instilled include religious, discipline, responsibility, leadership, cooperation, independence, honesty, and care, which are relevant to the goals of the 7 Great Children's Habits Program. In line with rahayu, et.al., (2020), the program shows that the implementation of character education through habituation, training, learning, guidance, and assignment strategies succeeds in fostering the character of honesty, intelligence, care, and perseverance of students in elementary school.

Based on the explanation above, it can be concluded that it is important to instill the 7 Great Indonesian Children's Habits in instilling positive daily habits by internalizing life values. The internalization between habits and values in question are values that support the formation of the character of elementary school students in a comprehensive and contextual manner. Students' daily habits that can be internalized include waking up early, worshipping, exercising, eating healthy and nutritious, liking to study, socializing, and sleeping quickly, to form the character of elementary school students who are complete and have integrity.

The 7 Great Children's Habits program can internalize the strengthening of students' character through daily activities. The following concept of the 7 Great Child Habits Program is explained through the table below.

Table 1 Great Children's Habits Program

Habit	Innovation Activities	Character Value
Waking Up Early	<i>Cheerful Morning Challenge</i> → Students write a waking up journal and share stories	Discipline, independent
Worship	<i>Morning Inspiration</i> → Pray together and share spiritual experiences	Religious, santun
Exercise	<i>GREAT Exercise</i> → Light exercise every morning	Active, healthy, energetic
Eat Healthy	<i>Bekal Sehatku</i> → Bring healthy provisions and share nutritional information	Responsibility, care
Loves to Learn	<i>Literacy Corner</i> → Reading every day and "One Day, One New Thing"	Independent, reflective
Community	<i>Mini Social Action</i> → Sharing, cleaning the classroom, helping friends	Caring, inspiring
Fast Sleep	<i>Healthy Sleep Journal</i> → Recording Sleep Hours and Discussion of Benefits	Discipline, responsibility

The 7 Great Child Habits program described in table 1, provides clear daily guidelines and practical activities built around student habits. Each habit in this program can form good behavior, as well as strengthen the moral, social, physical, and spiritual aspects of students. Its implementation is based on simple activities, daily reflection, and active student involvement that has proven effective in shaping character from elementary school age.

Wake Up Early – Cheerful Morning Challenge

Students are trained to get used to waking up early by recording waking time and telling about students' initial activities in the class journal. This activity helps instill time discipline and the spirit of starting the day positively. Morning activities such as gymnastics and reflective routines before lessons are effective in fostering the disciplined and independent character of elementary school

students (Pebriansyah, et.al., 2022). By waking up early and recording experiences, students learn to control themselves and manage time.

Worship – Morning Inspiration

Every morning, students are invited to read prayers together and share spiritual experiences. This activity aims to instill religious values, gratitude, and spiritual closeness from an early age. In the evaluation of the "Seven Habits with Sunnah" program, morning spiritual activities were proven to be effective in shaping the religious character and responsibility of students in Islamic-based elementary schools (Pebriansyah, et.al., 2022). This reinforces the research of Ningrum & Hidayat (2023), building a morning spiritual routine can increase spiritual intelligence by making religious practices part of the routine.

Exercise – GREAT Gymnastics

HEBAT gymnastics is done before the lesson starts to raise the spirits and maintain the fitness of the students. This light exercise also helps children focus while studying. Basic gymnastics that are carried out regularly increase learning concentration and develop active character and discipline in students (Syafira, et.al., 2025). Morning gymnastics has been shown to improve focus, fitness, and emotional control in children, as well as trigger discipline and teamwork (Mulyana, et.al., 2024).

Healthy and Nutritious Eating – My Healthy Provisions

Students are encouraged to bring healthy provisions from home and share information about the nutritional content of their food in class (Hidayat, et.al., 2024). This activity forms awareness of a healthy lifestyle and responsibility for food choices. The habit of carrying nutritious provisions is part of the "7 Great Habits" strategy that supports strengthening the character of responsibility and independence towards a Golden Indonesia 2045 (Akrim, et.al., 2021).

Fond of Learning – Literacy Corner

Each class is provided with a literacy corner to encourage a culture of reading and independent learning (Anjani, et.al., 2019). In addition, students are invited to participate in the "One Day, One New Thing" program to foster curiosity. This activity is in line with the principles of independent literacy developed in the research of Palupi & Sari (2023), able to

gradually increase children's independence and learning character through habituation. This is clarified in the research of Roiyanita & Bahtiar (2023), that school literacy studies found an increase in students' independence and learning motivation thanks to independent literacy habits.

Community – Mini Social Action

Students engage in simple social actions such as helping friends, cleaning the classroom, or sharing food (Perwitasari, et.al., 2020). These activities instill the value of care, cooperation, and a sense of social responsibility. Routine social activities packaged in school culture are able to foster students' empathy and social leadership (Safitri (2024). These isocial activities can also support the development of positive attitudes and social interactions of students, both inside and outside the school environment (Armini, 2024).

Fast Sleep – Healthy Sleep Journal

Students record their sleep hours each night and discuss the importance of getting enough sleep for health and learning achievement. This activity trains self-awareness and time management (Rodiana, et.al., 2024). Although there have not been many direct studies on elementary school children, a habit management study by Pebriansyah, et.al., (2022) emphasizes the importance of strengthening discipline through reflected routines.

Reflection and Appreciation Approach in Character Education

Reflection is defined as the process of students reflecting on experiences and actions to understand meaning and improve themselves. In the context of character education, reflection is a tool to foster self-awareness, introspection, and personal learning (Ahmad, 2020). Through reflection, students can do good deeds, as well as reflect on why and how these actions are meaningful (Purwaningsih, 2024). The form of reflection in this program includes children's journals and daily reflections. Children's journals are used to record daily habits carried out, feelings felt, and meanings obtained (Aningsih, et.al., 2022), while daily reflections are carried out in the form of short discussions or writing sessions every afternoon or weekend to review students' behavior and grow their self-awareness (Muna, et.al., 2024).

Appreciation is seen as a positive reinforcement of students' good actions, which can be verbal, symbolic, or official recognition (Salsabilah, et.al., 2021). Appreciation is not only in the form of gifts, but can also be in the form of praise, a symbol of appreciation, or recognition from teachers and friends to increase students' intrinsic motivation (Diharja & Hadiwinarto, 2021). Forms of appreciation in this program include great cards, achievement weeks, and great stars. Great cards are given whenever students show positive character as a form of direct reinforcement. Achievement week is given as a weekly reward to the most consistent student in good habits, while great stars are awarded through a daily inspiration board, where students can give appreciation to the friends who inspire them every day (Hartanto, et.al., 2025).

Character Habituation Media in Elementary School

The media plays a crucial role in strengthening character habituation. The media plays a role as a means to strengthen the message of character conveyed through daily activities. This media is intact to form a systematic and integrated character habituation ecosystem. The following are the main media used in the "7 Great Children's Habits" program and its implementation.

Children's Journal (Daily Journal & Healthy Sleep Journal)

Students routinely fill out a daily journal to record habits (e.g., waking up early), as well as a sleep journal that records their rest patterns. This can improve the religious habits and discipline of elementary school students, where students take notes and make students reflective, and more responsible for themselves (Kurniawan, 2021). This is reinforced in research by Utami & Hidayat (2022), the use of daily journals is able to increase students' awareness and self-control in managing their emotions at the elementary level. This activity also triggers good habits consistently.

Inspirational Videos and Stories

This visual and narrative medium is used to introduce character values through true stories or short fiction. Each week, teachers show short videos or read stories that contain moral messages, such as honesty, caring, or cooperation. After that, students were invited to discuss the content of the story and its relationship with their

lives. This can emphasize the role of storytelling in the formation of students' characters, where the narrative presented can strengthen the understanding of characters through emotional identification (Gantini & Fauziati, 2021). This is in line with the results of Setyowati & Arimbi (2020) research showing that visual media storytelling is effective in fostering empathy and appreciation of complex character values such as honesty and courage.

Daily Inspiration Board

This media is used by students as a place to write down good habit experiences, give "Great Stars" to friends, and read daily motivations about a positive lifestyle and discipline. Every morning or evening, students are given the opportunity to post a small note about their positive experience, or give appreciation to a friend. The teacher also adds motivational quotes or open praise on the board. This can strengthen the profile of Pancasila Students, which forms a culture of positive habits (Saimin, et.al., 2023). This is strengthened in the research of Kartini, et.al., (2023) stating that appreciative boards in the classroom function as visual motivational tools that increase the sense of togetherness and enthusiasm for maintaining good habits.

Appreciation System (Great Card, Achievement Week)

Teachers periodically record students who deserve great cards. The teacher gives a great card each student successfully executes a good habit, while the most consistent student gets a weekly reward such as a sticker or pin. The process of daily habituation affects student discipline, where appreciation given through regular appreciation cards can increase intrinsic motivation and enthusiasm for learning (Navayana, et.al., 2024). In this case, valued students tend to be more consistent in maintaining good habits. This was added in the study of Rahayu & Djajakusuma (2021), the awarding of monthly symbolic awards significantly increased the academic motivation and discipline behavior of elementary grade children.

Implications in Elementary School Learning

This research has important theoretical implications for the character education of elementary school students because it supports the theory of habituation and Covey (2008) that

positive habits that are carried out consistently will shape the child's personality permanently. The results of the study also strengthen the theory of reflection and appreciation-based character education which emphasizes understanding the meaning of habits, both through reflection and moral strengthening with social appreciation (Utami & Hidayat, 2022). Thus, this study adds to the literature on reflective and appreciative approaches in strengthening students' character.

This research also has practical implications, this research helps teachers design character habituation programs that are easy to implement, such as seven daily habits, reflection journals, great cards, and great stars to increase student motivation. Schools can integrate these programs in school culture systemically (Fajari, et.al., 2023), while the active role of parents is needed so that character education is sustainable between school and home (Utami & Hidayat, 2022).

The findings of this study are in line with Cahyaningsih, et.al., (2020) which emphasizes daily routines such as morning greetings and joint prayers as the basis for internalizing character values. These findings support the research of Fajari, et.al., (2023), the integration of daily habits increases student responsibility. These findings also strengthen the results of research by Retnasari, et.al., (2021) who explained that strengthening the character based on school culture is effective in instilling religiosity, independence, and cooperation if supported by reflection and appreciation.

The 7 Great Children's Habits program has proven to be effective in shaping students' character. Through this program, it can enrich the literature on character education by offering comprehensive, applicative, and potential models. The implementation of this program can also be a reference for character education policies in Indonesian elementary schools.

Conclusions

This study concludes that the implementation of the 7 Great Children's Habits Program based on reflection and appreciation is effective in strengthening the character of elementary school students. This program has succeeded in fostering nine main character values in students, namely independence, discipline, responsibility, politeness, caring, active, reflective, inspiring,

and religious. The habituation of seven structured daily activities, combined with reflection through journals and discussions to increase self-awareness, as well as social appreciation through great cards, great stars, and weekly awards, has been shown to shape students' positive behaviors consistently. These findings show that character strengthening will be more optimal if students' daily habits are combined with a process of deep reflection and planned appreciation, so that this program can be a practical and applicable model for character education in elementary schools. This research also directs teachers to integrate this program consistently in learning and school culture, involve parents to support at home, and the school develops this program as an integrated character strengthening policy and conducts periodic training for teachers to ensure its implementation is effective and sustainable.

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