



**Application Of The 7 Habits of Great Indonesian Children In Character Building Through Partnerships Between Parents And Teachers**



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**Abstrak**

Penelitian ini dilatarbelakangi oleh pentingnya pembentukan karakter sejak usia dini serta perlunya sinergi antara rumah dan sekolah dalam mendukung pembiasaan perilaku positif anak. Program *7 Kebiasaan Anak Indonesia Hebat* dipilih sebagai strategi pembiasaan karakter untuk menanamkan nilai moral, sosial, emosional, dan spiritual pada anak usia dini. Penelitian ini bertujuan mendeskripsikan dan menganalisis penerapan *7 Kebiasaan Anak Indonesia Hebat* melalui kemitraan orang tua dan guru di RA Miftahul Huda Sukorejo–Pasuruan. Pendekatan yang digunakan adalah kualitatif dengan jenis studi kasus, melibatkan kepala sekolah, guru, dan orang tua peserta didik sebagai subjek penelitian. Data diperoleh melalui observasi, wawancara mendalam, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data dijaga melalui triangulasi sumber dan teknik untuk memastikan kepercayaan data. Hasil penelitian menunjukkan bahwa kemitraan orang tua dan guru terbangun melalui Buku Penghubung Harian, WhatsApp Group, dan *Parenting Class*, sehingga tercipta komunikasi dua arah yang efektif. Kondisi ini membentuk *mesosystem* yang kuat antara rumah dan sekolah, sehingga pembiasaan *7 Kebiasaan* dapat diterapkan secara selaras di kedua lingkungan. Temuan penelitian menunjukkan dampak positif berupa peningkatan perilaku moral, karakter sosial, motivasi belajar, serta perkembangan emosional dan spiritual anak, disertai keterpaduan pembiasaan antara rumah dan sekolah. Dengan demikian, pembentukan karakter anak usia dini akan berlangsung optimal apabila rumah dan sekolah bekerja secara sinergis, konsisten, dan saling menguatkan dalam satu ekosistem pendidikan yang terpadu.

**Abstract**

This research is motivated by the importance of character development from an early age and the need for synergy between home and school to support positive behavioral habits in children. The *7 Habits of Great Indonesian Children* program was chosen as a character development strategy to instill moral, social, emotional, and spiritual values in early childhood. This study aims to describe and analyze the implementation of the *7 Habits of Great Indonesian Children* through a partnership between parents and teachers at RA

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Miftahul Huda Sukorejo–Pasuruan. A qualitative case study approach was used, involving the principal, teachers, and parents of students as research subjects. Data were obtained through observation, in-depth interviews, and documentation. They were then analyzed using the Miles and Huberman interactive model, which includes data reduction, data presentation, and conclusion drawing. Data validity was maintained through triangulation of sources and techniques to ensure data trustworthiness. The results indicate that the partnership between parents and teachers was fostered through the Daily Contact Book, WhatsApp Group, and Parenting Class, resulting in effective two-way communication. This creates a strong mesosystem between home and school, enabling the 7 Habits to be implemented harmoniously in both environments. Research findings demonstrate positive impacts in the form of improved moral behavior, social character, learning motivation, and emotional and spiritual development in children, coupled with integrated home and school habits. Therefore, early childhood character development will be optimal if home and school work synergistically, consistently, and mutually reinforcingly within an integrated educational ecosystem.



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## INTRODUCTION

The development of high-quality human resources is a strategic priority for the Government of the Republic of Indonesia in realizing the vision of “Together, Indonesia Advances Toward Indonesia Emas 2045.” This vision is articulated through eight national development missions known as the Asta Cita, one of which emphasizes the strengthening of human resources through education, science, technology, and health, as well as the empowerment of women, youth, and people with disabilities (Daulay & Panatagama, 2025). In line with this, the Ministry of Primary and Secondary Education plays a vital role in preparing human resources who are not only academically excellent but also embody the core values of the nation: religious, moral, healthy, intelligent and creative, disciplined, independent, and beneficial to society (Rofiqi et al., 2025).

Character development should begin at an early age, as this is a critical period (the “golden age”) that shapes the direction of a child’s personality development. Character values will be deeply ingrained if they are cultivated through consistent and ongoing practice in daily life (Nafi et al., 2023). Character development in young children is

fostered through the example set by adults, consistent practice, and repetition in the child's immediate environment, both at home and at school (Puspitasari & Latrini, 2014).

In this context, character education is a shared responsibility between families and educational institutions. Education at home serves as the primary foundation for shaping a child's character, while schools play a role in systematically reinforcing and developing those values (Rosa & Tudge, 2013). However, the reality on the ground shows that there is still a gap between the roles of families and schools. Many parents leave character education entirely up to the school, while teachers face limitations in ensuring that these habits are reinforced at home (Sumar et al., 2025). This situation is further exacerbated by the influence of a social environment and media that do not support children's character development.

As a strategic initiative, the Ministry of Primary and Secondary Education has introduced the "7 Habits of Great Indonesian Children" Program, which includes waking up early, praying, exercising, eating healthy and nutritious meals, loving to learn, being socially engaged, and going to bed early. This program aims to foster a generation that is healthy, intelligent, and of high moral character as part of the implementation of the fourth Asta Cita (Putri, 2025). The success of this program depends heavily on a close partnership between parents and teachers as the child's primary educators (Hargreaves, 2021).

Various studies show that active collaboration between parents and teachers has a positive impact on the development of habits and character in young children (Varchati et al., 2025). However, most studies still examine partnerships in general and have not specifically examined the implementation of the 7 Habits of Great Indonesian Children. Therefore, this study focuses on the implementation of the 7 Habits of Great Indonesian Children through partnerships between parents and teachers at RA Miftahul Huda Sukorejo–Pasuruan. RA Miftahul Huda Sukorejo–Pasuruan was selected as the research site because it consistently implements the 7 Habits of Great Indonesian Children as a character-building program integrated into daily learning and supported by active partnerships with parents. The existence of a continuous communication system through communication books, digital media, and parenting programs enables continuity in habit formation between home and school, making this institution a relevant empirical context for examining the role of parent-teacher partnerships in the sustainable character development of young children. This study is expected to provide empirical contributions

toward strengthening an effective home–school partnership model in supporting the character education of young children. (Walker & Bond, 2025).

## LITERATURE REVIEWS

Various previous studies provide a strong empirical foundation for the importance of partnerships between parents and teachers in shaping the character of young children (Stroetinga et al., 2019). The literature consistently shows that the quality of the interaction between the home and school environments has a significant impact on children’s moral, social, and emotional development, as well as their independence (Lehrl et al., 2020). From the perspective of Bronfenbrenner’s ecological theory of development, the relationship between family and school forms a mesosystem that plays a strategic role in shaping the consistency of values and behaviors accepted by children (Li et al., 2023).

(B. Prasetyo et al., 2022) emphasizes that intensive two-way communication between parents and teachers is a key element in building a strong mesosystem. Through ongoing communication, both parties can consistently share information about the child’s development and behavior, ensuring that the child receives consistent messages from their two closest environments (Bruinsma et al., 2024). This finding is consistent with Arifin’s 2017 view, which states that consistency in values between home and school contributes to the stability of moral behavior and discipline in young children.

In addition to communication, improving parents’ parenting skills is also a key factor in supporting character education (Ariani et al., 2022). Liu et al., (2024) found that parenting classes play a significant role in improving parents’ understanding of instilling character values, applying positive discipline, and communicating effectively with their children. Children whose parents are actively involved in these activities demonstrate more optimal social-emotional development, indicating that family-based interventions can strengthen the process of internalizing character values (Zhou et al., 2025).

However, some studies have also identified barriers to parent-teacher partnerships. Xalxo et al., (2025) revealed that parents’ busy work schedules are part of the ecosystem that contributes to low parental involvement in their children’s education. Time constraints result in suboptimal participation in school activities and the inability to consistently instill values at home (Maas et al., 2022). These findings suggest that the success of a partnership

is determined not only by awareness, but also by the structural conditions surrounding the family (McWayne et al., 2022).

Next, Cinantya et al., (2024) emphasizes that the synergy between family and school has a strong influence on the development of a child's sense of independence. The consistency of routines and values practiced in both environments encourages children to demonstrate independent behavior in their daily activities (Selman & Dilworth-Bart, 2024) . The same study also confirms that collaboration between teachers and parents contributes to children's social character development, such as the ability to cooperate, empathy, and simple conflict resolution. This suggests that character development cannot be effective if it is carried out only partially in one environment (Van De Wetering et al., 2022).

Overall, the existing literature emphasizes that partnerships between parents and teachers are a key prerequisite for character development in young children (Hummel et al., 2023). Effective communication, clear division of roles, and consistency in values between home and school have been shown to foster children's ongoing character development (Rahmania, 2024) . Nevertheless, most studies still address partnerships in general and have not specifically examined the implementation of the 7 Habits of Great Indonesian Children as a framework for character development (Diana et al., 2026) . Therefore, this study aims to address this gap by exploring how strategic partnerships between parents and teachers can optimize the implementation of the 7 Habits of Great Indonesian Children in early childhood education institutions.

## **METHODS**

This study employs a qualitative approach using a case study design to conduct an in-depth examination of the implementation of the "7 Habits of Great Indonesian Children" in the character development of young children through a partnership between teachers and parents at RA Miftahul Huda in Sukorejo, Pasuruan. A qualitative approach was chosen because it allows researchers to understand the processes, meanings, and dynamics of interactions that occur naturally in the context of early childhood education, particularly in the implementation of character-building habits based on home-school collaboration. (Sakti et al., 2024) .

The research subjects were selected through purposive sampling, including the head of the RA, classroom teachers, and parents actively involved in the implementation of the character-building program. The selection of subjects was based on their direct

involvement and experience in fostering good habits in children, ensuring that the data collected is contextual and in-depth. The research focuses on partnership practices, forms of communication, and character-building strategies consistently applied in both school and home environments (Martinez-Yarza et al., 2024).

Data collection was conducted through in-depth interviews, participatory observation, and document analysis. The interviews were used to explore perceptions, experiences, and collaboration strategies between teachers and parents (Bakir & Elmalı, 2025). Participatory observation was conducted to directly observe children's character-building practices and social interactions within the school environment. Meanwhile, documentation was used as supporting data, including school programs, records of teacher-parent communication, and archives of character-building activities. The use of various data collection techniques aimed to provide a comprehensive overview of the program's implementation.

Data analysis was conducted using the interactive analysis model developed by Miles, Huberman, and Saldaña, which includes the stages of data collection, data condensation, data presentation, and the drawing and verification of conclusions. The analysis process took place simultaneously with data collection to identify themes, patterns, and factors that support or hinder the implementation of the 7 Habits of Great Indonesian Children.

Data validity is ensured through tests of credibility, transferability, dependability, and confirmability by applying source triangulation and techniques (Ahmed, 2024). With this approach, the study is expected to provide a comprehensive and empirically grounded understanding of the role of parent-teacher partnerships in fostering character development in young children.

## **RESULT AND DISCUSSION**

The research findings indicate that the implementation of the “7 Habits of Great Indonesian Children” at RA Miftahul Huda in Sukorejo, Pasuruan, has been effective thanks to the partnership established between teachers and parents. This partnership is manifested in the form of intensive, consistent, and continuous two-way communication, both through formal and informal channels. The communication channels used include a daily communication book, a parent WhatsApp group, regular face-to-face meetings, and

parenting classes. This communication model serves as a means of aligning values, rules, and character-building practices between the home and school environments.

Findings from interviews with the kindergarten principal, classroom teachers, and parents indicate that the “7 Habits of Great Indonesian Children” program is systematically designed and integrated into the children’s daily routines. Teachers instill positive habits through modeling, repeated practice, verbal reinforcement, and the integration of character values into play and learning activities. On the other hand, parents continue and reinforce these habits at home in accordance with the guidelines and mutual agreements established through regular communication. Observation results show that most children exhibit disciplined, independent, and responsible behavior, as well as good social awareness, such as being accustomed to arriving on time, praying before and after activities, being able to manage their personal belongings, and demonstrating a spirit of mutual help and respect for their peers.

This study also identified supporting and inhibiting factors in the implementation of parent-teacher partnerships. The main supporting factors include strong institutional commitment, teacher unity and exemplary behavior, the use of flexible and easily accessible communication channels, and active parental participation in parenting classes. Parenting classes play a crucial role in enhancing parents’ understanding of character-building concepts, positive discipline, and parenting strategies aligned with the values implemented at school. Conversely, the barriers identified were primarily technical in nature, such as parents’ time constraints due to work demands and differences in family upbringing backgrounds. Nevertheless, these challenges did not significantly hinder the program’s sustainability, as the school addressed them through an empathetic and solution-oriented communication approach.

The impact of implementing the “7 Habits of Great Indonesian Children” through this partnership is evident in the children’s relatively stable and sustained behavioral changes. The children demonstrate increased independence in daily activities, improved self-control, adherence to rules, and greater social and spiritual awareness. In addition to impacting the children, this partnership also strengthens the relationship between parents and children, marked by increased parental involvement in guidance, warmer communication, and a shared awareness of the importance of consistent character education from an early age.

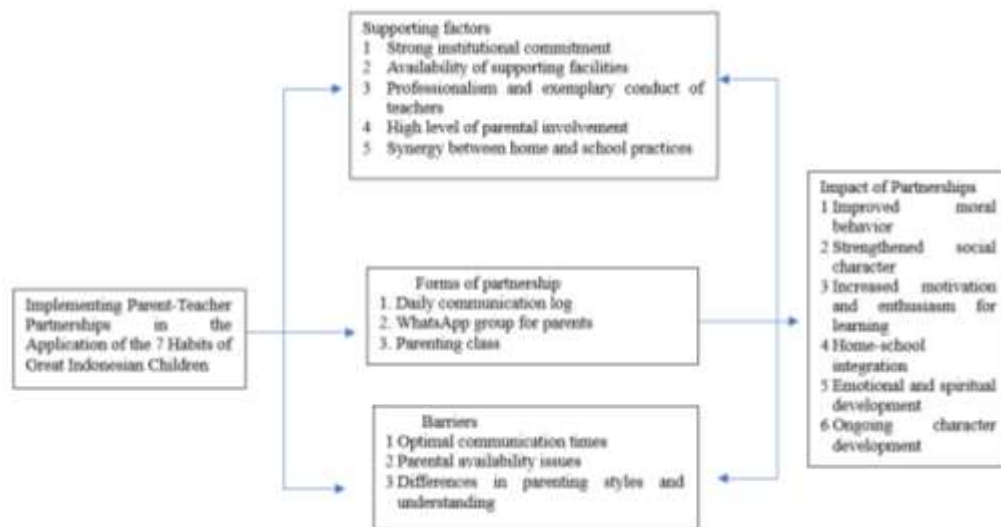


Figure 1. Implementation of the Parent-Teacher Partnership in the Application of the 7 Habits of Great Indonesian Children

The findings of this study are consistent with Bronfenbrenner’s ecological theory of development, which emphasizes that the strong connection between the home and school environments (the mesosystem) plays a crucial role in the character development of young children (Hayes et al., 2022). In line with Bronfenbrenner’s Ecological Theory of Development, the consistency of values, rules, and habits instilled by teachers and parents enables children to receive clear and non-contradictory behavioral messages, thereby making the internalization of character values more effective (Rafi, 2022). When homes and schools are connected through close, two-way communication, children’s moral, social, and emotional development becomes more stable.

Various international studies support these findings. Studies Sumar et al., (2025) shows that collaboration between parents and teachers significantly contributes to children’s social character development, emotional regulation, and prosocial behavior. (G. Liu et al., 2024) also found that regular communication between teachers and parents increases parental self-efficacy and reduces problem behavior in children. Similar findings were reported by (Westerberg et al., 2020). which emphasizes that the teacher–parent relationship in early childhood education has a direct impact on children’s emotional well-being and character. Studies published in *Frontiers in Psychology* and *Early Childhood Research Quarterly* confirm that a strong mesosystem not only supports the development

of positive behaviors but also fosters continuity in children's learning experiences across different contexts (Taqiyyah et al., 2026) . Thus, structured and ongoing two-way communication between parents and teachers is a key element in building an educational ecosystem that supports the holistic and sustainable development of children's character (Torore et al., 2025) . The importance of the mesosystem—that is, the connection between the home and school environments—in shaping children's behavior and character. When these two environments share aligned values, rules, and habits, children receive consistent messages, allowing the process of internalizing values to occur more effectively. Intensive two-way communication between teachers and parents strengthens the mesosystem and contributes to the stability of children's moral and social development(S. D. Prasetyo et al., 2024)

The results of this study also support the findings (Nuraeni et al., 2023) which states that parenting classes play a strategic role in improving the quality of parenting (Erlina et al., 2024) . Through this activity, parents not only gain theoretical knowledge but also learn concrete ways to foster character development that can be applied at home. As a result, character education does not end at school but becomes an ongoing process in children's daily lives

In addition, the finding that parents' involvement is limited due to work demands is consistent with research (Singun, 2025) which identifies ecosystem factors as one of the main barriers to educational partnerships. However, this study suggests that the use of digital communication tools and flexible scheduling can serve as adaptive strategies to minimize the impact of these barriers. This underscores that the quality of a partnership is not solely determined by the frequency of in-person meetings, but also by the quality of communication and shared commitment.

This study also supports the findings Luthfianah et al., 2024 which emphasizes that synergy between family and school has a significant impact on the development of children's independence and social character. When the same routines and values are consistently applied at home and school, children find it easier to develop positive habits and exhibit prosocial behaviors, such as cooperation, empathy, and the ability to resolve simple conflicts.

Overall, the findings and discussion of this study confirm that the success of implementing the 7 Habits of Great Indonesian Children depends heavily on the quality of

the partnership between parents and teachers. A partnership built on effective communication, a shared vision, exemplary behavior, and mutual commitment has proven capable of creating a consistent and meaningful character education environment. Thus, home–school synergy is a crucial prerequisite for shaping a strong, stable, and sustainable character in young children.

Based on the results of the discussion, it can be concluded that the implementation of the “7 Habits of Great Indonesian Children” through the partnership between parents and teachers at RA Miftahul Huda in Sukorejo, Pasuruan, is carried out in a systematic, integrated, and sustainable manner. The research findings indicate that the success of character development in children is not determined by a single factor, but rather by the dynamic interactions among the systems of the child’s developmental ecology, as described in Bronfenbrenner’s Ecological Theory.

First, the forms of partnership established through daily communication logs, parent WhatsApp groups, and parenting classes have proven to complement one another in strengthening the relationship between the family microsystem and the school microsystem. These three channels serve as instruments for two-way communication, coordination of routines, and alignment of parenting approaches, thereby forming a strong mesosystem. This environment enables children to receive consistent moral, social, and spiritual messages from their two closest environments, which is a key prerequisite for character internalization in early childhood. (Muzakkir & Muhammad, 2024) .

Second, the success of the partnership is supported by five key factors: institutional commitment, the availability of supporting facilities, teachers’ professionalism and exemplary conduct, active parental participation, and alignment of routines between home and school. These factors represent the interconnectedness between the macrosystem (institutional values and policies), the microsystem (children’s direct interactions), and the mesosystem (home–school relationships), all functioning in harmony. These findings reinforce the view that character development in early childhood requires a stable and consistent educational ecosystem, rather than partial or temporary interventions.

Third, this study also identified barriers to partnership that stem primarily from limited face-to-face communication, parents’ inability to attend due to work demands (exosystem), and differences in parenting styles within the family environment. These barriers have the potential to weaken the function of the mesosystem if not managed

adaptively. However, the school has sought to minimize the impact of these barriers through the optimization of digital communication media and the strengthening of parenting education, thereby ensuring the continuity of the habit-forming process.

Fourth, the partnerships formed have a tangible impact on children’s character development, including improvements in moral behavior, social character, motivation to learn, discipline, independence, responsibility, as well as emotional and spiritual maturity. These effects demonstrate that habits consistently practiced and reinforced by the child’s two primary environments result in lasting behavioral changes, rather than merely situational compliance. From a developmental ecology perspective, this situation reflects a strong mesosystem that serves as the foundation for the sustainable development of a child’s character.

Table 1 Summary of Research Findings and Their Relationship to Bronfenbrenner’s Theory

Research Focus	Key Findings	Components of an Ecological System	Impact on Character Development
<b>Impact on Character Development</b>	Communication Book, WhatsApp Group, Parenting Class	Mesosystem (home–school relationship)	Coherent communication, consistent behavior
<b>Supporting Factors</b>	Institutional commitment, facilities, teacher professionalism, parental involvement	Microsystem & Macrosystem	The development of discipline, manners, and independence
<b>Barriers</b>	Limited space, minimal communication time, parental presence, different parenting styles	Physical Microsystem, Mesosystem, Exosystem	The child's behavior is unstable
<b>The Impact of Partnerships</b>	High moral standards, social maturity, and spiritual strength	System-wide interaction	A well-rounded character is developed over time

Thus, the discussion confirms that the implementation of the 7 Habits of Great Indonesian Children will be effective if supported by a strong home-school partnership, quality communication, and alignment between values and parenting practices. These findings not only reinforce Bronfenbrenner’s Ecological Theory framework but also provide practical contributions to the development of a parent-teacher partnership model in early childhood character education, particularly within the context of RA institutions.

## **CONCLUSION**

This study concludes that the implementation of the 7 Habits of Great Indonesian Children at RA Miftahul Huda Sukorejo–Pasuruan has been effective thanks to a strong partnership between parents and teachers. This partnership was built through the Daily Communication Book, a WhatsApp group, and Parenting Classes, which serve as channels for communication, monitoring children’s development, and aligning character-building practices between home and school. The program’s success is supported by the institution’s commitment, the teachers’ professionalism and exemplary conduct, active parental involvement, and the support of learning facilities. Synergy between the microsystem and mesosystem enables children to receive consistent value messages, ensuring that character development proceeds more stably and sustainably, although challenges remain regarding facilities, parents’ time, and differences in parenting styles.

The implications of this study underscore the relevance of Bronfenbrenner’s Ecological Theory in the context of early childhood education, demonstrating that children’s character development is influenced by dynamic interactions within their immediate environments. In practical terms, early childhood education institutions need to develop an educational ecosystem that fosters intensive communication, parental involvement, and consistent character-building practices. From a policy perspective, the “7 Habits of Great Indonesian Children” program needs to be systematically integrated into school policies through the strengthening of facilities, communication systems, and sustainable parenting programs.

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