

The Impact of the Implementation of the Tujuh Kebiasaan Anak Indonesia Hebat Program on Improving the Discipline Character of Students

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ABSTRACT

Strengthening disciplinary character is important to form students who are responsible, have self-awareness, respect others and are able to manage time well. This study aims to describe and analyze the impact of the implementation of the habituation program of seven habits of great Indonesian children on the improvement of discipline character. The research method uses a qualitative approach with the case study method, the case study was chosen because it allows the researcher to examine more deeply the implementation and impact of the program. The results of the study show that the implementation of the seven habits of great Indonesian children is realized in habituation activities, integrated in intracurricular, co-curricular and extracurricular activities. The habit of waking up in the morning has the greatest effect on improving the character of discipline supported by fast sleep and good worship practice. The improvement of discipline character is not only influenced by the program of the seven habits of Indonesian children but also influenced by other factors such as school rules and policies, school assistance, teacher examples, the role of parents and awareness and motivation sourced from students.

1. INTRODUCTION

Character education is the main program of the government because character has an important role in shaping the quality of human resources who are academically intelligent and have morals, responsibilities and disciplined behavior. Violations of school rules are one of the weak responsibilities, self-control and awareness of students. Data on violations of rules at SMA N 1 Temon still show delays, the use of shoes that are not in accordance with the rules, absenteeism without explanation, and violations that cause the provision of a warning letter (SP 1) from the school. On the other hand, the achievement of character indicators in school report cards in 2025 has decreased compared to 2024. Discipline character education will be successful if they can think and feel that discipline can develop goodness such as respect, good empathy, and can carry out self-control to overcome disciplinary problems, so that in the end the discipline carried out can be used as a prevention and correction to problems. (Thomas Lickona, 2019)

Changes in human behavior are influenced by internal factors including perception, understanding, values and beliefs, emotions, as well as aspects of students' way of thinking and how students act, while external factors include culture, social environment such as family, peers, education, and media that help shape a person's attitudes and behaviors where these factors interact with each other and determine changes in individual behavior. (Rahma & Wantini, 2024) Habituation and a positive environment need to be formed, pursued and strengthened through the integration of curricular, extracurricular and co-curricular activities. The habituation carried out by the school helps students to be more disciplined in using time in studying, students better understand attitudes in

learning, and obey school regulations (Ayni et al., 2022). Teachers who apply collaborative control by building positive relationships, developing common rules, and shaping logistical and choice consequences for students through reflection and restitution activities have been proven to be able to increase self-awareness and responsibility for students. Furthermore, habituation such as the program of seven habits of great Indonesian children has been proven to be effective in forming the character of responsibility, discipline, and empathy, especially at the elementary school level. (Faisal, 2025) The program of seven habits of great Indonesian children is also in line with Islamic values, because it includes the habit of waking up early as a habit of worship, obedience to worship is the goal of human creation, diligent exercise is important to maintain health, healthy and halal food, love to learn as a command to seek knowledge, community plays a role in increasing ukhuwah, and fast sleep as part of the sunnah, so that this program not only helps to form moral character noble and beneficial to oneself and others. (Rosyida Nurul Anwar & Neni Mulya, 2025) However, most of the research still focuses on the primary education level, or religious school, and places character habituation in a general context. There have not been many researchers who have specifically examined the application and impact of the seven habits of great Indonesian children on improving the character of discipline at the high school level. In addition, there has been no study that links habituation programs with empirical conditions in the form of gaps between rules and the reality of student discipline violations that are still limited. This condition shows the urgent need for evaluation and not further to strengthen the character building program in a directed and systematic manner. The challenges of education in the modern era are also influenced by several things such as the influence of media and technology, the flow of globalization of social change. (Syukur, Abdillah, 2024)

Departing from this problem, this research was carried out to analyze the implementation of the habituation program in a contextual manner, examine the character of discipline such as compliance with school rules, and how the responsibility of students in following the learning process. Thus, this research is not only made descriptively, but also as an evaluation material in providing an overview of the contribution or impact of the program of the seven habits of great Indonesian children in shaping the discipline character of students in high school. N 1 Witness. The purpose of this study is to describe the implementation of the program of seven habits of great Indonesian children and the impact or contribution that most affects the improvement of the discipline character of students at SMA N 1 Temon, it will provide a theoretical and practical contribution in the development of habituation models to strengthen character at the high school level.

2. METHODS

This research uses a qualitative approach with a case study method, through interview, observation and documentation activities. The case study method allows researchers to dig deeper into the refraction of the movement of the seven habits of Great Indonesian children at SMA N 1 Temon. The research stages are carried out gradually and systematically starting from problem identification, theoretical foundations, and preparation of research instruments, data collection, data analysis, data validity tests, and final results in the form of report preparation. This research uses a theoretical foundation focusing on character education, a program of seven habits of great Indonesian children in high school. The collection of data in the field is carried out through observation, interviews, and documentation.

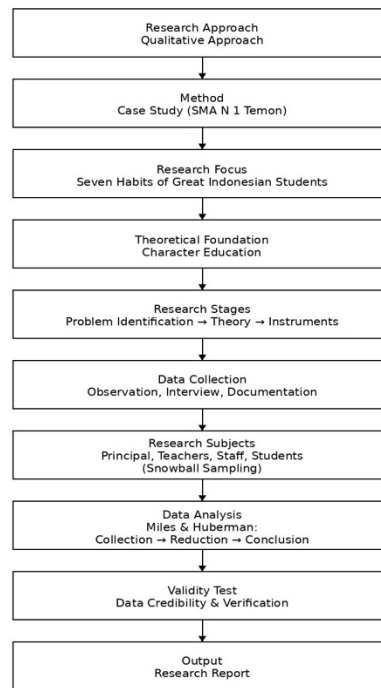


Figure 1. Method Stages

The research subjects include school principals, curriculum administrators, student assistants, guidance and counseling teachers, and students with information mining using snowball sampling techniques. After the data is collected, the data analysis process uses the Miles and Huberman model through the stages of data collection, data reduction, and conclusion drawing (Naomy, 2019). The research setting was carried out at SMA N 1 Temon which is located at Jalan Wates Purworejo Kilometer 40 Kebonrejo Temon Kulon Progo.

3. RESULT AND DISCUSSION

This study discusses the implementation of activities and the impact of the seven habits of great Indonesian children movement on improving the character of discipline at SMA N 1 Temon.

Implementation of the Seven Great Indonesian Children's Habits Movement

The Seven Habits of Great Indonesian Children Movement is a movement that is used as a form of government response to the problems that exist in students, technological developments, instant generation, the decline in students' character, decreased understanding of local culture, and physical and psychological health problems of Indonesian children. Superior human resources must have eight main characters, namely religious, moral, healthy, intelligent and creative, hard work, discipline and order, independent, and useful which can be achieved through habituation carried out by children every day to be cultured and internalized in children so as to cultivate character. (Rusprita Putri Utami et al., 2025) These habits include waking up early, worshiping, exercising, eating healthy and nutritious, liking to learn, socializing and sleeping fast. The movement of seven great Indonesian children's habits is carried out through various activities and habituations as shown in the following table:

Table 1. Implementation of the Seven Great Indonesian Children's Habits Movement

| Seven KAIH | Form of Implementation | School Support and Facilities | Character of Formed Discipline |
|-----------------------------------|--|---|---|
| Waking up early | School Entrance Rules, 5 S Movement (smiles, greetings, polite and courtesy, school discipline movement) | School discipline movements, school rules, student control books, coaching by students and BK, examples of leaders and teachers | Time discipline, independence and responsibility |
| Worship | Prayers before and after learning, tadarus, congregational prayers, daughters, zakat fitrah, Eid al-Adha sacrifices, Ramadan pesantren and Friday infaq. | Mosques, religious spaces, PAI teacher assistance, Friday habituation programs, tolerance of school residents, programmatic religious activities, | Time discipline, rule compliance, tolerance and self-control. |
| Exercise | Healthy Fridays, compact Fridays, gymnastics, PJOK learning, and KASTI co-curricular activities | Provision of sports infrastructure, Friday habituation, PJOK teacher assistance, co-curricular activities | Regularity of time, adherence to rules, following instructions. |
| Eat healthy and nutritious | MBG, blood supplement tablet distribution, health screening | Canteen task force team, mou with Puskesmas, healthy canteen regulations, smoke-free schools, periodic health counseling, periodic screening | Time discipline, responsibility for health, and self-control |
| Love to learn | Literacy before lessons, discussions, assignments, reflection, contextual learning, student-centered learning, and <i>deep learning</i> | Strengthening literacy and literacy journals, school schedules, teacher training in improving competencies, deep learning approaches, contextual learning | Learning discipline, time management, respect for academic opinions and responsibilities. |
| Community | Friday blessings, sharing takjil, qurbani, community service | Social programs, cooperation with the surrounding community, assistance from the Student Council and Rohis, and integration of social activities in school programs | Care, responsibility, cooperation, and appreciation |
| Fast sleep | Curfew appeal, cooperation of homeroom teachers, BK, parents | School coordination with parents, BK services, homeroom assistance, socialization of healthy lifestyles | Self-discipline, self-control, responsibility and order of life |

The above programs can be run assisted by collaboration and cooperation between school principals, teachers, BK teachers, homeroom teachers, and supported by school policies and school culture that instill discipline values. The implementation of the program is carried out in stages through habituation, integrated into the learning process and school activities. The habits that have been carried out are efforts made by the school to equip students through guidance and supervision activities, teaching and training in Islamic religion as a step to have a clean conscience, morals, so that they can carry out their obligations, commands of Allah, and establish good relations with others. (M. Miftah Arief et al., 2022)

The Impact of the Implementation of the Seven Habits of Great Indonesian Children's Movement

The impact of the movement of seven habits of great Indonesian children on the improvement of discipline character at SMA 1 Temon: 1. Waking up early is expected to build the habit of waking up early, students can prepare themselves to prepare for school activities, shown by coming on time so that students are ready to follow the learning process, besides that this activity also supports the implementation of worship on time. However, there are still students who arrive late, so they need special guidance from BK teachers and students to strengthen habituation. 2. The habit of worship provides a positive step towards increasing spirituality, tolerance in religion, even though there are still students who still need direction and encouragement to carry out worship independently and consistently, the support of the school environment and the role of parents need to be strengthened. 3. Exercise habits help students to develop self-control skills, time management, and build positive discipline behavior. However, there are still students who are not optimal in managing time. 4. Healthy and nutritious eating habits help students to be able to maintain their health as a form of readiness to participate in learning. In addition, free nutritious eating activities at school help students to be able to manage meal and study times, so that the condition of concentration disturbance during class hours due to hunger can be minimized. 5. Learning habits have a positive impact on the character of learning disciplines, increase awareness of academic responsibility, and encourage students in the learning process. In this habit, students are also taught how to respect differences of opinion, However, there are still students who have not been able to maximize gadget technology wisely. The results of students' learning discipline levels still vary which are influenced by the background, time management ability, self-management and self-control in students. 6. Social habits help students to be able to develop social skills, empathy, and build mutual respect, in this case students show the ability to interact well in the social environment even though there are still students who do not have the courage to perform so they still need encouragement from others. 7. Fast sleep, which is carried out through the appeal of curfew involving collaboration between homeroom teachers, BK teachers, and parents can help students to be able to rest enough and be ready to take part in tomorrow's lessons. Even so, schools still experience obstacles because these activities are outside of school and the habit of fast sleep in each family is different. Some students are still found to be late due to late sleep and the inability of students to manage their rest time properly which results in students being sleepy or sleeping during learning hours. The duration and quality of sleep have a significant influence on students' cognitive abilities, especially concentration during the learning process. (Wahyu Purwanto et al., 2025)

From the results of interviews, observations and documentation, it shows that the implementation of the program has not been fully optimal, so that there are still students who have not shown discipline consistently, such as tardiness, lack of focus in learning, and neatness in appearance in accordance with school rules still need to be strengthened. The cause of this is in the

form of internal factors that come from students such as lack of motivation, lack of time management, laziness and lack of interest in learning. In addition, external factors are influenced by friendships, the use of unwise gadgets, less conducive classroom conditions, and the influence of the environment.

Of the seven great habits of Indonesian children consisting of waking up early, worshipping, exercising, eating healthy and nutritious, fond of learning, socializing and fast sleep, the one that contributes the most to the improvement of discipline character is the habit of waking up early. The habit of waking up early helps students to be more prepared to undergo activities, morning routines such as worship and school preparation so that students can come to school on time. This morning waking habit is supported by the habit of fast sleep, and quality rest which is influenced by habits at home and the support given by parents to students. Parental attention, affection, motivation, and example are essential in forming positive character and supporting children's physical, emotional, and social development optimally. (Masduki et al., 2024) The habit of worship provides support for spiritual discipline, but it still needs to strengthen and support the surrounding environment. Worship that is carried out on time will make students understand their responsibilities when they are in a place. (Mauizah Hanifah et al., 2024) Literacy sports activities, healthy eating, and social activities also help form responsibility, self-control, empathy, and time management well. Discipline will train students to live in an orderly and abiding manner by rules. The role of character education in the aspect of discipline is shown by obeying rules, wearing neat uniforms according to the rules, carrying out activities with discipline, entering the room on time and discipline in doing tasks. (Ningsih, 2021)

Data submitted by students and counseling guidance teachers showed an increase in student discipline, which was marked by a decrease in the number of violations and increased compliance with school rules. Disciplinary efforts carried out by the school include mandatory reporting activities carried out after school every Friday, the guidance is carried out by counseling guidance and the provision of warning letters by students who commit violations, and good collaboration between the school and parents or related parties is also needed to support discipline effectiveness. A teacher must have good abilities in understanding the character of students, be able to use clear and easy-to-understand language, have good morals and be able to interact well. (Adina & Wantini, 2023) The analysis showed that there was an increase in student discipline such as punctuality, reduced behavior of leaving class during study hours, increased neatness in appearance, and compliance with school rules, although compliance with certain rules still needs strengthening. SMA N 1 Temon is a child-friendly school, a child-friendly school that provides protection, safety and comfort to students from violence and discrimination, so that it is very possible for students to explore, and develop the potential that students have through the learning process to humanize humans. (Wantini et al., 2022)

The implementation of this great Indonesia program movement is influenced by several factors including supporting factors including clear school policies and rules, the role of teachers as mentors and role models, assistance from BK teachers, homeroom teachers, good communication between parents and the school, habitual programs that are carried out on a sustainable basis, and good collaboration between various parties. A great teacher is not only determined by academic competence, but also the ability to build positive interpersonal relationships, a good personality, teaching ability is shown by teachers who are friendly, patient, caring and able to create a comfortable and pleasant atmosphere. (Suyatno et al., 2022) Inhibiting factors include differences in students' backgrounds, students' awareness and intrinsic motivation, the influence of gadgets, limited school control with children's habits at home, and inconsistency with agreements made together. In addition,

there are still inhibiting factors in the form of a less supportive family environment, limited supporting facilities, and cultural practices that hinder the implementation of change. (Saifudin & Syukri, 2025) Teachers and parents are an important part of the implementation of habituation, so good collaboration is needed to succeed in character education in the program of seven habits of great Indonesian children. (Rofiqi et al., 2025) Disciplinary development is influenced by parental parenting and control which affects how children think, feel, and act, understand and motivate themselves, and are influenced by social relationships. (Menek Resti Apridawati, 2022) Steps taken by the school to minimize the occurrence of disciplinary violations by reinforcing positive discipline to increase responsibility, empathy, cooperation, forming a conducive environment, strengthening teacher examples, implementing restitution instead of punishment, conducting periodic evaluations, giving appreciation, reviewing discipline and reinforcing school rules that have begun to be loosened. The procedure for implementing character education in educational units involves all school residents, parents and the surrounding community through the stages of planning, implementation, evaluation and development. (Nasional, 2011) The application of positive discipline has the principle of mutual respect, focusing on solutions rather than punishment, developing responsibility and independence, teaching social skills, and using a firm but compassionate approach. (Nelsen, 2006) Mapping of students' needs, interests, and expectations needs to be carried out through periodic reflection activities, so that we can know that the values taught are relevant and meaningful, so that the goal of internalizing these character values can be achieved and implemented in a sustainable manner. (Ngasa, 2025)

Bourdieu's social practice that occurs in the habituation of the seven KAIH is the result of habitus multiplied by capital plus domain. A person's actions (practice) are formed from the relationship between the habits or mindsets that exist in him (habitus), the position and resources he has (capital), and the situations and rules in the social environment in which he is located (the realm). (Maton, 2008) The implementation of the practice of seven KAIH does not only come from a person's habits but is also influenced by the relationship between a person's habits and current conditions. In social practice, the realm is the place where the process takes place SMA N 1 Temon, the agent of the students, with capital consisting of economic capital, social capital, cultural capital, and symbolic capital. In the context of education, economic capital in the form of school infrastructure, books, uniforms and learning facilities that can support the formation of disciplinary behavior of students, social capital in the form of good relationships between teachers, school friends, and social support that can support the improvement of disciplinary character, cultural capital in the form of rules of discipline, obeying school rules, ways of thinking, attitudes and habits that reflect discipline, and symbolic capital such as recognition, reward, exemplary, or praise that can motivate learners to maintain disciplined behavior. The available capital at SMA N 1 Temon can shape the discipline habitus of students through habituation, interaction, collaboration and strengthening of discipline values. Dewata revealed that character education requires synergy between schools, families and society to lead students to maturity, and Kohlberg views moral education as a process of moral reasoning development that takes place gradually, where schools play a role in developing thinking skills. (Ningsih, 2021)

4. CONCLUSION

The Seven Indonesian Children Movement is a habituation movement consisting of waking up early, worshiping, sports, fond of learning, healthy and nutritious food and fast sleep are steps taken to strengthen the character of students. Habituation that is carried out consistently and

sustainably supported by social capital, economic capital, cultural capital and symbolic capital will make the practice stronger. Habituation carried out with a positive discipline approach is an approach that relies on efforts to build positive thoughts and behaviors in students, to make students able to control behavior because of their understanding, awareness, and responsibility for actions and behaviors as a form of respect for themselves and others.(J.H. Souisa et al., 2022) The program of seven habits of great Indonesian children is a national movement that is conceptualized in its implementation not to succeed automatically, but can be used as an effective way to shape children's positive character and habits if applied consistently and adjusted to local environmental and cultural conditions.(Rahiem et al., 2025) The conclusions of this study are 1. The implementation of the program is carried out through habituation activities in schools, integrated in intracurricular, co-curricular and extracurricular activities. 2. The movement of the seven habits of great Indonesian children, which most contributes to the improvement of the character of discipline lies in the habit of waking up early, which is strengthened by the habit of fast sleep. 3. The improvement of discipline character is not only influenced by the program of the seven habits of Indonesian children but also influenced by other factors such as school rules and policies, school assistance, teacher examples, the role of parents and awareness and motivation sourced from students.

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