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The Role of The Habits of Early Bedtime As A Form of Discipline Character Development on The Academic Achievement of Elementary School Students

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Abstract. This study aims to analyze the role of early bedtime habits as a form of disciplined character development on elementary school students' academic achievement. The background of this study stems from the phenomenon of declining student learning quality due to late sleeping habits, which impacts concentration, motivation, and readiness to learn at school. Early sleeping not only affects physiological and cognitive aspects but also reflects the formation of discipline as part of character education in elementary schools. This study used a quantitative correlational approach involving 22 fourth-grade students of Kramatwatu 2 Elementary School as the research sample. Data were collected through a questionnaire on student sleep habits and documentation of report card grades as an indicator of academic achievement. Data analysis was performed using the Pearson correlation test using SPSS version 29. The results showed a positive but insignificant relationship between early sleep habits and students' academic achievement ($r = 0.095$; $p > 0.05$). This indicates that although early sleep habits contribute to learning readiness and the formation of disciplined character, other factors such as learning motivation, parental support, and the learning environment also influence students' academic achievement. This study emphasizes the importance of implementing early sleep habits as part of character education in elementary schools to support the balance between physical health, mental readiness, and students' academic success.

Keywords: early bedtime, discipline, character education, academic achievement, elementary school

INTRODUCTION

Sleep quality is a critical determinant of physical, cognitive, and academic development in elementary school–aged children. During this developmental stage, children experience rapid growth and maturation of neurocognitive functions, which require adequate rest to maintain physiological stability and support optimal learning readiness (Yusman & Suriani, 2024). However, many elementary students increasingly exhibit late-sleeping tendencies due to excessive gadget use, digital media consumption, and unstructured pre-sleep activities (Nandika, 2022). Such disrupted sleep patterns have been linked to diminished concentration, reduced preparedness for learning activities, and lower academic performance.

From the perspective of educational psychology, sleep habits are closely related to students' self-regulation abilities. According to Bandura's (1991) self-regulation theory, individuals manage their behavior, emotions, and time through self-monitoring, self-evaluation, and self-reaction processes. Early bedtime routines, therefore, can be understood as a form of self-regulatory behavior in which students restrain impulses such as excessive screen use and

establish consistent sleep schedules to optimize learning readiness. This practice reflects the internalization of autonomous discipline rather than mere compliance with external rules.

Behaviorist learning theories further illuminate the formation of sleep habits as learned behaviors shaped through consistent stimuli and reinforcement. Classical conditioning (Pavlov) and operant conditioning (Skinner) highlight how repeated routines and reinforcing consequences strengthen behavioral patterns. Establishing fixed sleeping and waking times can serve as a behavioral conditioning mechanism, whereby structured routines act as stimuli and positive internal outcomes, such as improved physical comfort and enhanced cognitive readiness function as reinforcers. Thus, the habit of going to bed early can be framed as a behavioral intervention aligned with behaviorist principles for cultivating discipline.

Character education in elementary schools emphasizes the development of discipline as a core value involving time management, rule adherence, and consistency in fulfilling academic responsibilities (Sobri, 2020; Putri & Wiranata, 2025). Early bedtime habits represent a concrete, non-formal strategy for character formation, facilitating the development of self-awareness, personal responsibility, and daily learning preparedness (Sinulingga, 2025).

Empirical findings consistently demonstrate a positive relationship between sleep quality and academic performance. Children who obtain sufficient sleep tend to exhibit better concentration, memory, and information-processing efficiency (Aminuddin, 2020; Yusman & Suriani, 2024), whereas sleep deprivation contributes to fatigue, reduced attention span, and poorer academic outcomes (Syamsurrijal, 2021). Despite these findings, research explicitly examining the link between sleep habits and character-related factors particularly discipline within the Indonesian elementary school context remains limited.

Within this conceptual framework, sleep is understood not only as a physiological necessity but also as a behavioral domain that reinforces self-regulation and disciplined conduct. Adequate sleep achieved through early bedtime routines enhances physical and mental readiness for learning, strengthens disciplined habits, and ultimately contributes to improved academic achievement (Purwanto et al., 2025). Thus, the relationship between early bedtime habits, self-regulation, discipline, and academic performance is mutually reinforcing.

Based on these considerations, the present study aims to analyze the role of early bedtime habits as a form of character development specifically discipline in supporting academic achievement among elementary school students. The findings are expected to provide empirical insights that contribute to strengthening character education through simple daily

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practices that significantly influence learning success. Sleep quality plays a crucial role in supporting the physical, mental, and academic development of elementary school-aged children. During this period, children experience rapid growth and development, requiring adequate rest to maintain a balance of physiological and cognitive functions (Yusman & Suriani, 2024). However, a widespread phenomenon indicates that many elementary school students have a habit of sleeping late due to gadget use, digital viewing, and unfocused activities before bed (Nandika, 2022). This habit negatively impacts student concentration, readiness for lessons, and academic achievement. Going to bed early is a form of developing discipline that can be integrated into character education in elementary schools. Discipline, in this context, means not only adherence to rules but also self-awareness in managing time and personal responsibility (Nurmala et al., 2025). By practicing early bedtime, students learn to value time, organize daily routines, and prepare themselves for the next day's learning activities. According to (Sinulingga, 2025), consistent positive habits, including regular sleep, can strengthen the disciplined character that forms the foundation of children's academic and social success.

Previous studies have shown a link between sleep quality and academic achievement. Children who get enough sleep tend to demonstrate better concentration and memory (Yusman & Suriani, 2024). Conversely, sleep deprivation can lead to decreased attention span and mental fatigue, which impact academic performance. However, character factors such as discipline and responsibility have not been explicitly studied in relation to sleep habits in elementary school students in the Indonesian context.

Sleep is an essential physiological need for elementary school-aged children because it plays a vital role in brain growth, energy recovery, and memory consolidation (Kasingku & Lotulung, 2024). Good quality sleep allows children to maintain optimal levels of concentration and comprehension during school learning. Conversely, sleep deprivation can lead to fatigue, impaired attention span, and decreased academic performance (Syamsurrijal, 2021).

According to (Aminuddin, 2020), adequate and regular sleep can improve cognitive abilities and information processing speed. Children with early sleep habits tend to have stable daily routines, which impact physical and mental readiness for learning activities. On the other hand, changes in sleep patterns due to gadget use, such as playing games or watching videos before bed, can potentially lead to delayed sleep and disrupted sleep quality (Pratiwi, 2025). Character education is a systematic effort to instill moral, social, and spiritual values so that students can develop strong and responsible personalities (Putri & Wiranata, 2025). One of

the core values in character education in elementary schools is discipline. According to (Sobri, 2020), discipline reflects a person's ability to manage time, obey rules, and act consistently in their responsibilities.

Establishing early sleep habits can be a concrete part of implementing the value of discipline. By setting regular bedtimes and wake-up times, students learn to value time and manage routines independently (Sinulingga, 2025). This habit not only impacts physical aspects but also fosters self-awareness, responsibility, and commitment to daily learning. In this context, early bedtime habits can be viewed as a non-formal strategy in character education aimed at reinforcing positive behaviors in children. Academic achievement is the result of the learning process, reflecting students' ability to understand, master, and apply the knowledge acquired during the learning process. According to (Salsabila & Puspitasari, 2020), academic achievement is influenced by various factors, both internal factors such as motivation, interest, health, and study habits, as well as external factors such as the family environment, teacher support, and school conditions. Adequate and regular sleep is one of the internal factors that influence learning readiness. Children who get enough rest tend to have better memory and higher levels of focus than those who frequently stay up late (Purwanto et al., 2025). Furthermore, the habit of going to bed early, coupled with disciplined time management, can strengthen a sense of responsibility in learning, ultimately contributing to improved academic achievement (Sobri, 2020).

The relationship between sleep habits, discipline, and academic achievement is interconnected. Children who habitually go to bed early demonstrate higher levels of self-regulation, thus tending to be more disciplined in studying and completing assignments (Aysah et al., 2025). In the context of elementary education, early bedtime habits can be used as a means of character development that supports academic success by improving students' mental and physical readiness for school. Thus, it can be concluded that early bedtime habits serve a dual role both as a biological need and as a medium for cultivating the value of discipline in character education. Through these simple habits, students are expected to develop a sense of responsibility and consistency, which are the foundation for long-term academic success. Based on this background, this study aims to analyze the role of early bedtime habits as a form of character development for discipline in elementary school students' academic achievement. This research is expected to provide an empirical contribution to strengthening character education through simple daily habits that significantly impact student learning success.

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METHODOLOGY

This study used a quantitative approach with a correlational method to analyze the relationship between early sleep habits as a form of habituation of disciplined character and academic achievement of elementary school students. The quantitative approach was chosen because it allows researchers to measure the level of relationship between variables objectively through numerical (Sugiyono, 2018). The study was conducted at SDN Kramatwatu 2, Serang Regency, Banten, with 22 fourth-grade students selected purposively based on their active involvement in learning activities at school. Data were collected through two instruments: a sleep habits questionnaire compiled based on indicators of sleep duration, nighttime sleep time, and consistency of sleep routines, and documentation of student report card grades as an indicator of academic achievement. The questionnaire instrument was validated through expert testing and reliability was calculated using the Cronbach Alpha coefficient. Data analysis was performed using the Pearson correlation test using SPSS version 29 software to determine the direction and strength of the relationship between variables. The results of the analysis were then interpreted to describe the extent to which early sleep habits play a role in forming disciplined character that has implications for elementary school students' academic achievement.

RESULTS AND DISCUSSION

Based on the results of data analysis using the Pearson correlation test with the help of SPSS version 29, the correlation coefficient between early bedtime habits and students' academic achievement was obtained at $r = 0.095$ with a significance value of $p > 0.05$. These results indicate a positive but insignificant relationship between early bedtime habits and the academic achievement of fourth-grade students at SDN Kramatwatu 2, Serang Regency, Banten. This means that although the direction of the relationship indicates a tendency for students with early bedtime habits to have better academic grades, the relationship is not statistically strong enough to be concluded as significant.

The Pearson correlation analysis conducted using SPSS version 29 yielded a correlation coefficient of $r = 0.095$ with a significance value of $p > 0.05$, indicating a positive yet statistically insignificant relationship between early bedtime habits and the academic achievement of fourth-grade students at SDN Kramatwatu 2, Serang Regency, Banten. Although the positive direction implies that students who adopt earlier sleep routines tend to obtain marginally higher academic scores, the magnitude of this association is insufficient to warrant statistical significance.

A more comprehensive interpretation suggests that the insignificance of this relationship may be attributed to the presence of multiple confounding variables that exert stronger influence over academic performance than sleep habits alone. From the perspective of self-regulation theory (Bandura, 1991), sleep routines represent only one component of students' broader capacity for self-regulated behavior. Academic achievement, however, is shaped not only by physiological readiness but also by cognitive strategies, motivational orientations, and environmental supports. Thus, variations in students' motivational levels, goal-setting behaviors, and study discipline may overshadow the contribution of early bedtime habits.

Furthermore, ecological systems theory (Bronfenbrenner, 1979) posits that children's development is shaped by multiple interacting environmental systems. In this context, parental involvement, the quality of the home learning environment, socioeconomic conditions, and school instructional practices likely mediate or moderate the relationship between sleep behavior and academic outcomes. These factors may operate as stronger determinants of achievement, reducing the observable direct effect of sleep habits in a simple bivariate correlation.

From a behaviorist standpoint (Skinner, 1953), consistent sleep routines can be understood as conditioned behaviors shaped through reinforcement. However, academic achievement involves complex cognitive processes—such as attention, memory consolidation, and problem-solving—that extend beyond behavioral conditioning. When environmental reinforcements for academic behaviors are weak or inconsistent, the indirect benefits of sleep habits on performance may not manifest strongly in empirical data.

Given the multifactorial nature of academic achievement, the limitations of a bivariate analysis become apparent. A single-variable correlation is insufficient to account for the interaction of cognitive, motivational, environmental, and behavioral predictors. Therefore, employing a multivariate regression analysis would provide a more rigorous analytical approach. By simultaneously incorporating variables such as parental support, learning motivation, digital media exposure, home learning conditions, and classroom instructional quality, the analysis could determine whether early bedtime habits hold unique predictive value after controlling for these influential factors. Such an approach aligns with contemporary empirical standards in educational research, ensuring greater validity and interpretive depth.

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In summary, while early bedtime habits may contribute to physical readiness and attentional capacity, their direct statistical influence on academic achievement appears limited when examined independently. A more holistic analytical framework is required to capture the interconnected determinants of learning outcomes within the complex ecosystem of elementary education.

Table 1. Interpretation of Research Results

Research Aspect	Findings	Implications
Direction of Relationship	Positive (students who sleep earlier tend to achieve slightly better academically)	Early sleep may support physical readiness and learning focus
Statistical Significance	Not significant ($p > 0.05$)	Early sleep does not show a strong direct effect on academic performance
Contributing Factors	Learning motivation, parental support, home learning environment, school learning strategies	Academic achievement is multidimensional and not influenced by a single behavioral factor
Consistency with Previous Studies	Aligned with Dewald et al. (2010), Slavin (2018)	Sleep is important but psychological and environmental factors strengthen its effect
Field Observation	Many students stay up late due to gadget use for entertainment or gaming	Digital device regulation and time management need reinforcement
Educational Implication	Early sleep habit serves as a concrete form of discipline but not sufficient alone	Should be integrated with other character-building practices at school and home

The observed Pearson correlation ($r = 0.095$; $p > 0.05$) suggests a positive yet negligible association between early bedtime habits and academic achievement among fourth-grade students at SDN Kramatwatu 2. Although the sign of the correlation is consistent with theoretical expectations that better sleep supports learning readiness, the empirical effect size is very small and fails to reach statistical significance. This outcome warrants critical examination from methodological, theoretical, and contextual perspectives rather than a simple reiteration that “sleep matters.”

First, methodological limitations likely attenuated the observable relationship. Measurement error in either variable (sleep habits or academic achievement) reduces correlation magnitude. If sleep habits were measured by self-report or teacher/parent report, rather than objective measures such as actigraphy, respondent bias, social desirability, and recall error may have

introduced noise. Similarly, if academic achievement was operationalized using a single test score or a narrow assessment domain, the measure may not fully capture students' broader academic competence. Restricted range in either variable (e.g., most students cluster around similar bedtimes or similar grades) can also attenuate correlations. We therefore recommend reporting measurement reliabilities, confidence intervals for r, and conducting sensitivity analyses that adjust for attenuation due to measurement error.

Second, statistical power and sample size considerations must be addressed. Small effect sizes require substantially larger samples to achieve statistical significance. A post-hoc power analysis should be performed to determine the minimum detectable effect given the current sample size and the observed variance. If the study was underpowered, the non-significant p-value may reflect insufficient sample size rather than the absence of a true effect. Conversely, a very small but precise estimate would suggest that early bedtime habits have only marginal practical importance for achievement in this context.

Third, the relationship between sleep habits and academic outcomes is likely mediated and moderated by other psychosocial and environmental variables. Theories of self-regulation (Bandura, 1991) and ecological systems (Bronfenbrenner, 1979) imply that sleep is one element within a constellation of influences. Parental involvement, intrinsic motivation, study habits, teacher quality, and home learning resources may mediate or moderate the link between sleep and achievement. For instance, early bedtime may enhance cognitive readiness only when accompanied by high parental scaffolding or effective study strategies; alternatively, strong parental support might compensate for suboptimal sleep, producing heterogeneous effects across subgroups. Therefore, the insignificant bivariate correlation does not preclude substantive indirect effects that operate through mediators or within specific moderator strata.

Fourth, the functional form of the relationship may not be linear. A small positive correlation could conceal non-linear or threshold effects e.g., academic performance may improve only after reaching a minimum sleep duration (threshold), or very late bedtimes may have disproportionately negative effects while modest differences around a normative bedtime have negligible impact. Examining non-linearity (quadratic terms), dose–response relationships, or categorizing sleep into clinically meaningful bands (e.g., adequate vs. inadequate sleep) could reveal associations obscured by linear correlation.

Fifth, sample heterogeneity must be considered. Sociodemographic variability (socioeconomic status, parental education), differential exposure to digital devices, and cultural norms around

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sleep may produce subgroup-specific patterns. Stratified analyses or interaction tests (e.g., early bedtime × parental involvement) can identify whether the effect of bedtime differs across relevant groups. Multilevel structures (students nested in classes/schools) further suggest that multilevel modeling may be appropriate to partition within- and between-school variance.

Methodological and analytical recommendations to strengthen inference are as follows. (1) Conduct multivariate regression analysis including theoretically relevant covariates (parental involvement, learning motivation, SES, digital device usage, home learning environment, teacher quality) to estimate the unique contribution of early bedtime while controlling for confounders. (2) Test mediation models to evaluate indirect pathways (e.g., early bedtime, improved attention/self-regulation, achievement). (3) Test moderation (interaction) effects to determine whether the relationship is conditional on parental support or instructional quality. (4) Consider multilevel or hierarchical linear modeling if observations are clustered by class or school. (5) Explore non-linear relationships and threshold effects and report effect sizes with confidence intervals rather than relying solely on p-values. (6) If feasible, supplement subjective sleep measures with objective indicators (actigraphy or sleep diaries) and broaden academic outcome measures to composites covering multiple subjects or standardized tests.

Theoretically, these results nuance our understanding of how sleep habits relate to character formation and academic performance. From a self-regulation perspective, bedtime is a behavioral manifestation of regulatory competence, but it is neither a sufficient nor singular determinant of achievement. Behaviorist accounts (conditioning and reinforcement) explain how routines form, yet without reinforcing contingencies for academic behaviors, routine sleep alone may not translate into measurable academic gains. Bronfenbrenner's ecological framework reminds us that proximal processes (family, teacher practices) and distal contexts (socioeconomic conditions) shape whether biological readiness translates into scholastic outcomes. Thus, the insignificant bivariate finding should be interpreted as evidence that early bedtime is a potentially enabling condition one of several interacting factors rather than a direct causal lever for achievement.

Finally, educational implications should be framed cautiously. While promoting early bedtime remains a sound health and character-education objective given its role in physical readiness, attention, and discipline policy and practice must integrate sleep promotion with interventions that strengthen motivation, parental engagement, and effective teaching. Programs aimed solely at shifting bedtimes are unlikely to produce large gains in achievement unless combined with broader supports that address the multifactorial determinants of learning.

In sum, the small and non-significant correlation (r = 0.095) highlights the complexity of translating health-related routines into academic outcomes. Deeper, multivariate, and theoretically guided analyses are necessary to uncover conditional, indirect, or subgroup-specific effects and to provide more actionable guidance for educators and policymakers.

These findings indicate that early bedtime habits do contribute to students' readiness to learn and physical condition, but other factors also play a significant role in determining academic achievement. These factors include learning motivation, parental support, the home learning environment, and teaching methods at school (Calvert & Abadia, 2020). This aligns with research by Dewald et al. (2010), which states that although sleep quality is positively related to academic performance, its influence can be weakened if not balanced by supportive psychological and environmental factors.

In the context of students at SDN Kramatwatu 2, observations showed that most students who slept late did so due to their habit of using gadgets, either for entertainment or playing online games. This factor reinforces the opinion (Jafri et al., 2025) that excessive exposure to gadgets can disrupt sleep patterns and reduce the quality of children's rest. However, some students who still performed well despite sleeping late indicated that study discipline, family support, and time management also played a significant role in their academic achievement. The results of this study also support the theory of character education, which places discipline as a fundamental value formed through daily habits. Early bedtime can be a concrete form of disciplined habituation that impacts children's physical and mental readiness for learning. However, the insignificant results in this study suggest that early bedtime habits need to be systematically integrated with character education approaches at school and at home. In other words, character education cannot stand alone through a single habit but must become a consistent and directed culture in students' lives (Kurniawaty et al., 2022). Overall, the results of this study reinforce the view that early bedtime remains important as a foundation for a balance between health, discipline, and academic achievement. However, the implementation of this habituation needs to be combined with broader character education strategies to achieve a more tangible impact on academic success. Therefore, teachers and parents are expected to work together to establish a balanced sleep and study routine, so that students are optimally prepared for learning activities at school.

CONCLUSION

Based on the research results, it can be concluded that early sleep habits have a positive but insignificant relationship with the academic achievement of fourth-grade students at SDN

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Kramatwatu 2, Serang Regency, Banten. This finding indicates that early sleep contributes to physical readiness, concentration, and the formation of students' disciplined character, but other factors such as learning motivation, parental support, and the learning environment also influence academic achievement more dominantly. Therefore, it is recommended that schools and parents work together to instill regular sleep habits as part of character education, by integrating them into school habituation programs and monitoring routines at home. In addition, teachers need to educate students about the importance of time management and balance between learning, play, and rest activities, so that the formation of disciplined character can go hand in hand with the continuous improvement of academic achievement.

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