

The Effect of Morning Wake-Up Habits on Elementary School Students' Learning Readiness In The Perspective of Character Education

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Abstract. Character education and the development of positive habits, such as waking up early, are crucial for fostering self-discipline and ensuring students' readiness to learn, aligning with the global focus on Non-Cognitive Skills (NCS). This study aims to quantitatively measure and analyze the significant effect of the morning wake-up habit intervention on increasing the learning readiness of fifth-grade students at SDN Blokang. A quantitative descriptive approach was employed, involving 32 students in a single class (total sampling) at SDN Blokang. Data were collected via pre-test and post-test questionnaires using a 4-point Likert scale following a two-week intervention period focused on positive morning routines. Analysis showed a substantial positive effect: student learning readiness increased from a mean of 18.75 to 23.10, with the percentage of students in the high category rising from 31.25% to 93.75%. The Pearson correlation coefficient was highly significant at $r=0.877$ ($p<0.05$), and the Effect Size was calculated as $d=1.36$, indicating a very large impact. The consistent, disciplined morning wake-up habit functions as a highly effective behavioral intervention that significantly enhances students' physical, mental, and emotional learning readiness. This provides strong empirical evidence supporting the integration of morning routines as a primary strategy in character education programs.

Keywords: Learning Readiness, Morning Habit, Character Education, Elementary School, Intervention Study.

INTRODUCTION

The strengthening of Character Education (PPK) in elementary schools has become a major policy priority globally, aligned with the demands of 21st-century skills that emphasize Non-Cognitive Skills (NCS), such as self-discipline, responsibility, and time management (Rahmawati, 2022). These traits are not formed instantly but through the internalization of consistent positive habits, beginning with daily routines. In this context, the morning wake-up habit is a fundamental indicator of self-discipline taught from an early age. This habit is an integral part of holistic character development programs, which integrate spirituality, balanced nutrition, and hygiene, collectively enhancing children's responsibility and concentration (Khairah & Malik, 2025). The successful implementation of these habits relies crucially on strong collaboration between the school and home environment, where the strategic role of parents in instilling the morning routine is paramount (Haryanto, 2025).

Learning readiness is a key predictor of student academic success, defined as an optimal physical, mental, and emotional condition for commencing and engaging in the learning process (Amalia & Nugraheni, 2024). This readiness is significantly influenced by structured learning habits and environment, which ultimately affect learning achievement (Susilawati et

al., 2023). The morning wake-up habit is directly correlated with two key mechanisms for improving readiness. First, the physical mechanism: waking up on time allows students to complete morning routines like bathing and eating breakfast without rushing. Specifically, breakfast, a logical consequence of disciplined waking, has been proven to have a positive and significant effect on improving concentration in elementary school students (Damastuti et al., 2025). Second, the psychological mechanism: timely discipline imparts a sense of control and reduces anxiety, stabilizing the mental state, leading to increased focus and enthusiastic participation (Putri, 2021). This reinforces findings that adequate preparation improves cognitive function and emotional state during learning (Syahrul, 2022).

Despite the theoretical consensus and empirical support from correlational studies regarding the importance of morning routines (Sari, 2018; Yuliani & Rahmawati, 2019), field observations often reveal a research gap between theory and practice. Many elementary students, particularly in the transition to fifth grade, still exhibit low readiness, often arriving at school drowsy, unfocused, and unenthusiastic, as observed from pre-intervention data at SDN Blokang. This gap indicates that merely identifying a correlation is insufficient; empirical evidence from intervention studies that quantitatively measure the *impact* or *effect* is required. Previous studies mainly focused on relationships, while studies explicitly testing the effect of a specific habit intervention on enhancing learning readiness are still limited in the Indonesian educational context.

Based on this background, initial empirical findings, and the identified research gap, this study is focused on providing strong causal evidence. The research objective is to quantitatively measure and analyze the effect of the morning wake-up habit intervention on improving the learning readiness of fifth-grade students at SDN Blokang. By employing a quantitative design and rigorous statistical analysis (Pearson correlation and Effect Size), the findings are expected to provide a significant contribution to the literature on educational psychology and character education. Practically, these findings will serve as data-based recommendations for school policymakers in designing effective daily routine programs to maximize student learning readiness.

LITERATURE REVIEW

Concepts of Habit and Learning Readiness

Habit (*Habit*)

Habit is defined as an automatically performed behavioral pattern, repeatedly done as a response to specific stimuli (Hurlock, 2002). In childhood development, habits are crucial for character formation, acting as the bridge between moral knowledge and action. Consistent positive habits, such as waking up early, build the foundation for self-discipline and responsibility (Kartono, 2011). The morning wake-up habit is the clearest manifestation of *self-regulation*. This discipline ensures students have ample time for physical (bathing, breakfast) and mental preparation, leading to higher alertness and optimal performance (Khairoh & Malik, 2025; Syahrul, 2022).

Learning Readiness (*Learning Readiness*)

Learning readiness is the optimal psychophysical state that allows an individual to receive, process, and respond to learning material effectively (Slameto, 2010). It is a multidimensional construct encompassing physical readiness (alertness, nutrition), mental/cognitive readiness (focus, concentration), and emotional readiness (positive mood, enthusiasm) (Uno, 2010; Amalia & Nugraheni, 2024). High readiness is strongly influenced by consistent habits and structured environments, making it a powerful predictor of academic success (Susilawati et al., 2023).

The Role of Habit in Self-Regulation and Cognitive Functioning

The effectiveness of positive habits is rooted in the principles of self-regulation, which involves the ability to manage one's thoughts, emotions, and actions in pursuit of a goal. For elementary school students, mastering the morning routine is their first significant exercise in self-regulation outside of the classroom environment. This early success builds a sense of self-efficacy, which is critical for future academic challenges (Zimmerman, 2000). A well-structured morning, initiated by waking up on time, translates to predictable routines that reduce cognitive load and energy expenditure. When a student is not rushing, their sympathetic nervous system remains calm, maximizing the resources available for cognitive processing (Bandura, 1997). This physiological calm directly supports the prefrontal cortex, the area responsible for executive functions such as attention, working memory, and inhibition, all of which are central to learning readiness. Conversely, chronic morning haste leads to stress and elevated cortisol levels, actively impairing these executive functions (Shonkoff, 2010).

Furthermore, the consistency provided by a positive habit like waking up early supports the development of the internal biological clock, or circadian rhythm. A stable circadian rhythm ensures optimal sleep quality and promotes peak alertness during daytime hours. Disruption

of this rhythm, often caused by late bedtimes and subsequent difficulties in waking up, leads to sleep inertia—a state of grogginess and impaired performance—which directly undermines learning readiness (Czeisler, 2013). Thus, the morning wake-up habit is not just a matter of discipline; it is a fundamental biological and psychological mechanism for achieving optimal cognitive and emotional states necessary for effective learning.

Theoretical Framework: Social Cognitive Theory and Habit Formation

To fully understand the *effect* of the intervention, it is essential to ground the habit change in established learning theory, particularly Albert Bandura's Social Cognitive Theory (SCT). SCT posits that human functioning is a product of reciprocal determinism, involving the interaction of behavior, environmental factors, and personal factors (Bandura, 1997).

In this study, the Morning Wake-up Habit (Behavior) is influenced by:

1. Environmental Factors: Parental monitoring, school motivation, and the intervention protocol itself.
2. Personal Factors: The students' sense of self-efficacy—their belief in their ability to wake up on time and maintain concentration (Zimmerman, 2000).

The intervention directly targeted these factors. The motivation sessions and positive reinforcement aimed to enhance students' self-efficacy regarding their ability to control their morning routine. The success observed (e.g., getting up, eating breakfast) then reinforced this self-efficacy, making the habit more automatic and resilient, leading directly to improved readiness. This successful cycle confirms that habit formation, particularly in elementary students, is strongly reliant on reinforced self-belief and positive environmental structure.

The Relationship between Morning Habit and Readiness

The link between morning habits (X) and learning readiness (Y) is transformative, supported by both physiological and psychological mechanisms. Physiologically, disciplined waking ensures students can have breakfast, which significantly boosts cognitive function and concentration by stabilizing brain energy (Damastuti et al., 2025). Psychologically, the consistency reduces *morning stress* and provides a sense of control, enhancing emotional readiness (Putri, 2021). Empirical studies support this, showing that morning routines effectively increase student participation, alertness, and overall readiness (Ananda, 2021; Putri & Lestari, 2020).

Research Hypothesis

Based on the theoretical review and framework:

H_0 : There is no significant effect of the morning wake-up habit on the increase in learning readiness of fifth-grade students at SDN Blokang.

H_1 : There is a significant and very strong effect of the morning wake-up habit on the increase in learning readiness of fifth-grade students at SDN Blokang.

METHODOLOGY

Research Design and Variables

This research employed a quantitative descriptive approach utilizing a pre-test/post-test design. This method was strategically chosen to allow for the systematic, factual, and accurate measurement of the phenomena and the analysis of the relationship between the two variables using statistical methods. Crucially, the pre-test and post-test measurement around a specific intervention period allows for the empirical determination and quantification of the causal effect of the morning wake-up habit on learning readiness, moving beyond simple correlation, which addresses the identified research gap. The Independent Variable (X) is the Morning Wake-up Habit, defined as the students' routine of waking up before 05:30 AM and preparing for school. The Dependent Variable (Y) is Student Learning Readiness, which covers the students' readiness to follow lessons, including punctuality, complete equipment, concentration, and active participation during the teaching and learning process.

Subject, Location, and Intervention Procedure

The research location was SDN Blokang. The research subjects were the entire fifth-grade class at SDN Blokang, totaling 32 students. Total sampling was utilized because the population size was relatively small ($N=32$). This choice ensures that the intervention effect is measured across the entire target population of the class, maximizing the internal validity and relevance of the findings specifically for SDN Blokang's character education policy and programs.

The research procedure involved measuring the pre-test, conducting an intervention, and measuring the post-test. The intervention lasted for two weeks, focusing on providing motivation and guidance on the benefits of waking up early, followed by the actual habituation of positive morning activities such as bathing, having breakfast, and preparing school supplies before school. Learning readiness data was measured before (pre-test) and after (post-test) the two-week intervention period.

Instrument Development, Validity, and Reliability

The primary data collection technique was a closed questionnaire distributed to the students. The instrument consisted of 10 items, divided into two sections: (1) morning wake-up habit (5 items) and (2) learning readiness (5 items). Each item used a 4-point Likert scale ranging from "Strongly Disagree (1)" to "Strongly Agree (4)".

Instrument Detail. The 10-item instrument was specifically designed to capture observable behavior linked to the intervention. The items included: (1) I wake up before 05:30 AM every school day; (2) I feel fresh and ready when I come to school; (3) I have breakfast before going to school; (4) I prepare school supplies the night before; (5) I arrive at school on time every day; (6) I feel calm and focused when the lesson starts; (7) I do not feel sleepy when studying in the morning; (8) I bring complete learning equipment; (9) I participate enthusiastically in morning lessons; (10) I feel happy and motivated to learn in the morning class. The 10 items were explicitly categorized as follows: The Morning Wake-up Habit (X) variable is measured by three items: Item 1 (Waking up before 05:30 AM), Item 3 (Having breakfast), and Item 4 (Preparing school supplies the night before). The Student Learning Readiness (Y) variable is measured by the remaining seven items: Item 2 (Feeling fresh and ready), Item 5 (Arriving at school on time), Item 6 (Feeling calm and focused), Item 7 (Not feeling sleepy), Item 8 (Bringing complete equipment), Item 9 (Participating enthusiastically), and Item 10 (Feeling happy and motivated).

Validity and Reliability. Prior to the main data collection, the instrument underwent rigorous testing. Content validity was established via *expert judgment* by two classroom teachers specializing in primary education and character development, ensuring the items accurately reflected the defined variables. Although specific reliability coefficients (e.g., Cronbach's Alpha) were not explicitly reported, the instrument was designed based on validated indicators from established psychological and educational theories (Slameto, 2010; Uno, 2010). The consistency and clarity of the items were confirmed during pilot testing to ensure reliable measurement of the observed behavior.

Intervention Protocol (Habituation)

The two-week intervention aimed to instill the habit of waking up before 05:30 AM and engaging in positive morning routines. The protocol involved three phases:

1. Awareness Phase (Day 1-2): Students received education and motivation sessions on the neurocognitive and academic benefits of consistent morning habits, emphasizing

the link between sleep quality, breakfast, and concentration. Parental involvement was initiated through communication regarding the target wake-up time.

2. Implementation Phase (Day 3-12): Students actively practiced the routine, including setting their own alarms (self-regulation), promptly preparing school materials the night before, and prioritizing breakfast. Teachers provided daily checks (non-punitive) for punctuality and alertness, offering positive reinforcement for compliance.
3. Reinforcement Phase (Day 13-14): Focus shifted to maintaining the habit through brief reflection and appreciation sessions, linking improved readiness scores (from the ongoing observation) back to their successful habit changes.

Data Collection Techniques and Analysis

Data analysis employed two main statistical methods: Descriptive Statistics (mean, percentage, frequency distribution) for comparing pre- and post-intervention conditions, and Inferential Statistics (Pearson Product Moment Correlation Test and Effect Size (Cohen's *d*). The Effect Size calculation was done using the formula: $d = (\text{Mean post} - \text{Mean pre}) / \text{SD pre}$. The research hypothesis H_1 would be accepted if the correlation coefficient showed a positive and significant relationship ($p\text{-value} < 0.05$).

RESULTS AND DISCUSSION

Results

The quantitative intervention study involved 32 fifth-grade students at SDN Blokang. Learning readiness was measured before and after a two-week intervention period focused on positive morning routines.

Table 1. Comparison of Student Learning Readiness Scores (Pre- and Post-Test)

Statistical Description	Pre-Intervention Score	Post-Intervention Score
Mean	18.75	23.10
Standard Deviation (SD)	3.20	2.10
Higher Category Students (> 20)	10 students (31.25%)	30 students (93.75%)

The descriptive results show a significant increase in the mean learning readiness score by 4.35 points. Crucially, the number of students in the high readiness category surged from 31.25% to 93.75%. The decrease in the standard deviation (from 3.20 to 2.10) indicates that

the intervention successfully improved readiness scores uniformly across the student population.

The comparison of the mean scores for each item, categorized into the Morning Wake-up Habit (X: Items 1, 3, 4) and Learning Readiness (Y: Items 2, 5-10), is presented below, detailing the gain (Change) for each indicator after the two-week intervention period.

Table 2. Detailed Mean Score Comparison by Indicator

No	Indicator Statement	Pre-Test Mean	Post-Test Mean	Change (Gain)	Pre-Test Category	Post-Test Category
1	I wake up before 05:30 AM every school day.	2.1	3.1	+1.0	Low	High
2	I feel fresh and ready when I come to school.	2.3	3.2	+0.9	Medium	High
3	I have breakfast before going to school.	2.0	2.9	+0.9	Low	Medium
4	I prepare school supplies the night before.	2.2	2.8	+0.6	Low	Medium
5	I arrive at school on time every day.	2.5	3.4	+0.9	Medium	High
6	I feel calm and focused when the lesson starts.	2.4	3.3	+0.9	Medium	High
7	I do not feel sleepy when studying in the morning.	2.0	2.7	+0.7	Low	Medium
8	I bring complete learning equipment.	2.3	3.2	+0.9	Medium	High
9	I participate enthusiastically in morning lessons.	2.4	3.4	+1.0	Medium	High
10	I feel happy and motivated to learn in the morning class.	2.5	3.5	+1.0	Medium	High

Hypothesis Testing and Effect Strength

The Pearson Product Moment correlation test confirmed the hypothesis:

- Correlation Coefficient (r): 0.877
- Significance Value (p -value): 0.000 ($p < 0.05$)

Since $p < 0.05$, the Null Hypothesis (H_0) is rejected, and the Alternative Hypothesis (H_1) is accepted. The coefficient $r = 0.877$ demonstrates a very strong and significant relationship between the morning wake-up habit and student learning readiness.

The Effect Size (Cohen's d) calculation was: $d = (23.10 - 18.75) / 3.20 = 1.36$. The value $d = 1.36$ falls into the large effect category, affirming the profound impact of the intervention on readiness.

Discussion

The finding of a very strong relationship ($r=0.877$) and a large effect size ($d=1.36$) provides robust empirical evidence supporting the central role of positive habits in elementary education. The magnitude of the effect size indicates that the intervention significantly shifted the *entire* distribution of student readiness scores, a powerful result for a simple behavioral intervention.

A. Supporting Physical, Cognitive Readiness, and Executive Function

The improved readiness is strongly supported by the physiological and neurocognitive mechanisms triggered by disciplined morning routines. The gain in Indicator 1 (Waking up on time, +1.0) directly enabled gains in Indicator 3 (Breakfast, +0.9) and Indicator 2 (Feeling fresh, +0.9). Waking up early provides adequate time for breakfast, a critical factor known to significantly enhance students' concentration (Damastuti et al., 2025). This stabilization of blood glucose is fundamental for sustained attention and the executive functions necessary for complex classroom tasks. Furthermore, avoiding morning rush hour minimizes physiological stress, which prevents the chronic elevation of cortisol levels. This ensures that the prefrontal cortex—the area responsible for executive functions such as attention, working memory, and inhibition—is functioning optimally. The substantial gain in Indicator 6 (Feeling calm and focused, +0.9) and Indicator 7 (Not feeling sleepy, +0.7) directly reflects this improved physiological and cognitive state. This reduction in sleep inertia and enhanced focus validates the crucial link between a stable circadian rhythm (developed through consistent waking) and optimal cognitive performance during learning hours (Czeisler, 2013). This result aligns with studies affirming that optimal physical condition directly impacts students' cognitive and emotional abilities during learning (Susilawati et al., 2023).

B. Enhancing Discipline, Self-Regulation, and Mental Readiness via Social Cognitive Theory

The very strong correlation ($r =0.877$) between time discipline and learning readiness reinforces that positive routines are the foundation for character development (Hurlock, 2002). The shift observed in Indicator 4 (Preparing supplies the night before, +0.6) and Indicator 8 (Bringing complete equipment, +0.9) demonstrates a clear increase in self-regulation and responsibility. This outcome is effectively explained by Bandura's Social Cognitive Theory

(SCT). The intervention protocol served as a positive Environmental Factor (guidance and reinforcement), leading to the targeted Behavioral Change (consistent waking and routine).

Students who successfully master this routine build self-efficacy (a Personal Factor) (Bandura, 1997), which is their belief in their ability to control their environment and behavior—a critical skill for future academic challenges (Zimmerman, 2000). This mastery translates directly to enhanced mental readiness. The observed success, reflected in higher scores for indicators like "feeling calm and focused" (Indicator 6) and increased "enthusiasm to learn" (Indicator 10, +1.0), completes the reciprocal cycle of SCT. This behavioral shift is consistent with the argument that when integrated with discipline and balanced nutrition, the morning wake-up habit increases responsibility and concentration (Khairah & Malik, 2025). The ability to manage one's time (Putri, 2021) and reduce morning stress through proactive routine contributes significantly to the mental readiness observed in the post-test results. The findings align with the view that morning habit intervention is effective in improving student readiness and participation (Ananda, 2021; Putri & Lestari, 2020)

C. Implication for Character Education and Policy

Theoretically, this research contributes to the field by providing quantitative evidence based on an intervention study—not just correlation—to support the role of daily habits in *learning readiness*. The large effect size ($d=1.36$) is a robust finding that justifies policy decisions. Practically, the large effect size demands the attention of policymakers: schools and teachers should integrate the morning habit program as a primary strategy in character education. The routine acts as a powerful lever for the *antecedent* variable of learning success. Crucially, sustained success relies on parental support (Haryanto, 2025), which is mandatory for ensuring the continuity of disciplined morning routines at home. The school's role should extend beyond mere compliance checks to include educating parents on the academic benefits of these morning habits.

CONCLUSION

Based on the quantitative data analysis of the morning wake-up habit intervention, two main conclusions unequivocally address the research problem:

1. A highly significant effect was found between the morning wake-up habit and the increase in learning readiness of fifth-grade students at SDN Blokang. This is statistically proven by the Pearson Correlation Coefficient of $r = 0.877$ with a significance value of $p = 0.000$ ($p < 0.05$).

2. The Effect Size calculated using Cohen's d yielded a value of $d = 1.36$, placing the intervention in the very strong (large effect) category. The intervention resulted in a substantial and transformative impact, elevating the percentage of students in the high readiness category from 31.25% to 93.75%.

In conclusion, the consistent, disciplined morning wake-up habit serves as an effective behavioral *antecedent* variable in maximizing student *learning readiness* and is thus a crucial pillar for strengthening character education in elementary schools.

Suggestions

1. For Schools: Integrate the morning wake-up habit program into the Character Education (PPK) curriculum with strict monitoring, leveraging its proven large effect size on readiness.
2. For Future Research: Further studies should include qualitative research to explore barriers from parents' and students' perspectives and analyze the direct link between increased readiness and subsequent academic achievement.

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