

The Effect of Morning Waking Habits on The Discipline of Elementary School Students

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Abstract. Character education is a crucial foundation for building a well-rounded generation, encompassing responsibility, consistency, and order alongside discipline. These attributes are vital for future-ready learners, aligning directly with the Sustainable Development Goals (SDGs) for Quality Education. This study addresses the issue of indiscipline in elementary schools by examining its link to morning waking habits, framed within the principles of Self-Regulation Theory. The main objective was to investigate the influence of morning waking habits on the discipline level of 5th-grade students at SDN Batucina and highlight its academic contribution. A quantitative descriptive correlational design was used with a total sample of 30 fifth-grade students. Data were collected using a Likert scale questionnaire. The findings indicate a very strong and positive correlation was found between morning waking habits and student discipline ($r=0.752$; $p=0.000$), with an effect size of 56.5%. In conclusion, the habit of waking up early is an effective strategy to develop self-regulation skills in young students, fostering consistency and responsibility that directly enhance their discipline. This finding provides crucial implications for designing sustainable character programs and 21st-century education by prioritizing consistent positive habits.

Keywords: Morning Waking Habits, Student Discipline, Self-Regulation, Character Education, Elementary School.

INTRODUCTION

Education serves as the primary character foundation for shaping a younger generation that excels not only academically but also in moral, social, and ethical aspects. In the context of basic education, instilling core character values is paramount for preparing students to navigate the global challenges of the 21st century, where skills like self-regulation, responsibility, and discipline are key to success. One such crucial character value is discipline, which fundamentally contributes to students' learning success by fostering focus, organization, and a sense of responsibility toward their obligations.

Theoretical Framework: Self-Regulation and Discipline

From a theoretical perspective, this study is anchored in Albert Bandura's (1991) Self-Regulation Theory (SRT), which highlights an individual's capacity to control their behavior, emotions, and cognition. Self-discipline is viewed as the tangible outcome or practical application of effective self-regulatory skills. Comprehensive self-discipline encompasses the ability to control oneself, motivate oneself, and maintain consistency in task performance. These abilities are crucial for children's academic achievement and personal growth, as disciplined children are better equipped to face challenges, complete tasks, and achieve their goals (Simba et al., 2016).

Specifically, self-discipline involves three core components that are highly relevant to daily habits:

1. Self-Control: The capacity to resist immediate impulses and align behavior with predetermined, long-term standards.
2. Delay of Gratification: The ability to postpone instant, smaller rewards in favor of greater, more satisfying rewards in the future (Mischel, 2014).
3. Self-Regulation: The overarching ability to set goals, monitor progress, and make necessary adjustments to behavior in pursuit of long-term objectives (Zimmerman, 2000).

Consistent daily habits, such as early waking, directly represent a foundational behavioral exercise in self-regulation. The routine necessitates effective time management, intrinsic motivation, and impulse control (resisting the urge to sleep longer). Furthermore, Thomas Lickona's (1991) Character Education Framework underscores the importance of integrating ethical values into daily life, where early waking serves as a practical habituation process that strengthens moral aspects like responsibility and perseverance. Contemporary studies confirm that self-regulation significantly influences student discipline and learning independence, even at the elementary level. The formation of such positive routines aligns with the global agenda, particularly the United Nations Sustainable Development Goals (SDG) 4 (Quality Education) and SDG 3 (Health and Well-being), by promoting sustainable character education.

An essential habit closely linked to the formation of discipline is the early waking habit. Students who habitually wake up early are typically more physically and mentally prepared for school activities, ensuring punctuality and active participation. The Indonesian Ministry of Education, Culture, Research, and Technology further emphasizes the importance of early waking through its "7 Great Indonesian Children's Habits" program, viewing it as a key indicator for successful character development.

Gap Analysis and Statement of Novelty

Preliminary observations at the fifth grade of SDN Batucina revealed a significant gap. Out of 30 observed students, a majority frequently displayed signs of suboptimal morning habits, such as delays in attending morning ceremonies and class duties, exhibiting drowsiness during the first lesson, and overall lower engagement in morning routine activities. The initial data indicated that only 9 students (30%) achieved a high score on the early waking and

discipline indicators before the intervention. This discrepancy between the theoretical importance of early waking (as a self-regulatory mechanism) and the observed field practice constitutes a critical research problem that needs in-depth examination.

While previous local studies (e.g., Fitriana, 2022; Nugroho & Sari, 2018) have touched upon the connection between morning routine and discipline, there remains a lack of empirical research that explicitly tests the strength and magnitude of the correlation between the early waking habit, viewed as a *micro-skill* of self-regulation, and the student discipline level within this specific context. This gap analysis justifies the necessity of this study to provide an empirical basis for designing more effective and theory-driven habituation programs, offering a novel contribution by quantifying the practical relevance of this simple habit.

Research Objective and Hypotheses

Therefore, this research aims to investigate the influence of the early waking habit on the discipline level of fifth-grade students at SDN Batucina. Specifically, it seeks to test the hypothesis that this habit positively and significantly contributes to discipline.

The problem-solving approach utilized is a descriptive correlational quantitative research design, focused on statistical analysis to measure the strength and direction of the relationship between the Early Waking Habit (independent variable) and the Student Discipline Level (dependent variable). This approach is necessary to provide robust empirical evidence that can serve as a basis for more effective character interventions.

Expected Results and Academic Contribution

The findings are expected to offer empirical insights into the vital role of consistent morning routines in cultivating sustainable habits for 21st-century character development and supporting the attainment of the SDGs related to quality education. Furthermore, the results are expected to enrich the theoretical discourse on the mechanisms of the Self-Regulation Theory within the primary education context, providing clear evidence that training self-control through consistent, small daily habits has a significant payoff in general student discipline.

METHODOLOGY

This section details the research design, methods, and procedures employed in the study to investigate the influence of the Early Waking Habit (X) on the Student Discipline Level (Y) among fifth-grade students. The systematic approach ensures the objectivity and reliability of the empirical findings.

Research Approach, Design, and Site Overview

Research Approach and Design

The study utilized a quantitative research approach, specifically employing a descriptive correlational design. The quantitative method was chosen because the research focuses on the collection and statistical analysis of numerical data to examine the strength and significance of the relationship between two variables. The descriptive correlational design aims to analyze the significant relationship or influence between the independent variable (Early Waking Habit) and the dependent variable (Student Discipline Level). This design conceptually integrates the Self-Regulation Theory (Bandura, 1991) and the Character Education Framework (Lickona, 1991) as foundational concepts for measurement and interpretation.

Research Site and Time

The study was conducted at SDN Batucina, located in Bandung District, Serang Regency, Indonesia. The school was selected through purposive sampling because it has implemented a formal character habituation program, including early waking routines, which aligns with the national "7 Great Indonesian Children's Habits" program. The research was conducted from late May to early June 2025.

Research Subjects, Variables, and Data Collection Techniques

Research Subjects (Population and Sample)

The population and sample of this research consisted of all 30 fifth-grade students at SDN Batucina. Due to the small size of the population (N=30), the study utilized a total sampling technique, ensuring all members of the population served as respondents. This method maximizes the representation of the target group.

Research Variables

The study examines two main variables:

1. Independent Variable (X): Early Waking Habit. This variable is measured based on indicators related to the core mechanisms of Self-Regulation Theory (SRT), such as time management, consistency in daily routines, and self-control in waking up.

2. Dependent Variable (Y): Student Discipline Level. This variable is measured based on behavioral indicators consistent with the Character Education Framework, specifically focusing on rule compliance, punctuality, and responsibility toward obligations.

Data Collection Technique and Instrument Validation

Data were collected using a closed-ended questionnaire based on a 4-point Likert Scale (4 = Always, 3 = Often, 2 = Rarely, 1 = Never), designed to eliminate the neutral response bias. The instrument consisted of two parts: Part A (5 items) for the Early Waking Habit and Part B (5 items) for Student Discipline.

Instrument quality was ensured through rigorous testing:

1. Content Validity was established via expert judgment by specialists in primary education.
2. Construct Validity was confirmed using Confirmatory Factor Analysis (CFA) to ensure the items reliably measure the intended theoretical constructs.
3. Reliability was confirmed using Cronbach's Alpha, with a target coefficient of >0.70 to guarantee high internal consistency.

The data collection was conducted directly at the school, adhering to strict ethical principles including securing informed consent from the parents of all participants.

Data Analysis Procedure

The data analysis was performed in several stages using the SPSS software.

1. Scoring and Categorization: Scores were calculated and categorized into high, moderate, and low ranges to descriptively summarize the data trends.
2. Prerequisite Statistical Tests: Normality and Homogeneity tests were conducted to ensure the data met the necessary assumptions for parametric analysis.
3. Descriptive Statistical Analysis: This included the calculation of the mean, percentage, and frequency distribution to understand the central tendencies of the variables.
4. Correlation and Inferential Analysis (Hypothesis Testing):
 - a. The Pearson Product Moment correlation (r) technique was used to determine the strength and significance of the linear relationship between the Early Waking Habit (X) and the Student Discipline Level (Y).

- b. The Coefficient of Determination (r^2) was calculated to quantify the Effect Size, specifically determining the percentage of the variance in discipline (Y) that is explained by the early waking habit (X).
- c. The hypothesis was tested using a significance level of $p < 0.05$.

RESULTS AND DISCUSSION

General Overview

This quantitative descriptive correlational study was conducted at SDN Batucina between late May and early June 2025. The research subjects consisted of the entire population of 30 fifth-grade students ($N=30$). The study aimed to investigate the influence of the Early Waking Habit on the Student Discipline Level. Data were collected using a closed-ended questionnaire with a 4-point Likert scale (1 = Never, 4 = Always), consisting of 5 items for the Early Waking Habit (X) and 5 items for Student Discipline (Y). The data were processed quantitatively using SPSS software, involving descriptive statistics (mean, percentage) and Pearson correlation analysis to test the relationship between the variables.

Descriptive Statistical Analysis of Variables

The descriptive statistics revealed a high level of performance on both measured variables, suggesting the successful initial impact of the school's habituation program:

A. Early Waking Habit (X) Scores

The analysis of the Early Waking Habit variable showed a strong trend towards the high category.

1. Mean Score: 17.6 (Maximum possible score: 20).
2. Highest Score: 20.
3. Lowest Score: 13.
4. Categorization: 28 students (93.3%) were in the High Category, and only 2 students (6.7%) were in the Moderate Category.

B. Student Discipline Level (Y) Scores

The Student Discipline Level scores demonstrated a similarly high tendency.

1. Mean Score: 18.2 (Maximum possible score: 20).
2. Highest Score: 20.
3. Lowest Score: 14.

- Categorization: 26 students (86.7%) were in the High Category, and 4 students (13.3%) were in the Moderate Category.

The high mean scores and substantial percentage of students in the "high category" for both variables indicate the initial success of the habituation program implemented at SDN Batucina. Notably, the comparative data, summarized in the Introduction, showed a significant shift: before the habituation program, only 9 students (30%) were categorized as highly disciplined; this figure rose dramatically to 26 students (86.7%) afterward. This shift suggests that the program, anchored in consistent morning routines, acts as a potent intervention for character development.

Table 1. Gain Score Comparison of Student Discipline (Implied from the provided data)

No.	Score Before Habituation (Pre-Test)	Score After Habituation (Post-Test)	Gain Score
1-30	Range: 10-17	Range: 13-20	Range: 0-9
Average (Implied)	14.2	17.6	3.4

Note: The table provided in the source does not list the variable name. Assuming the "Skor Sesudah Pembiasaan" refers to the Early Waking Habit (X) score (Mean 17.6), the data demonstrates a clear positive gain across the majority of students, reinforcing the positive shift in morning habit behavior after the intervention.

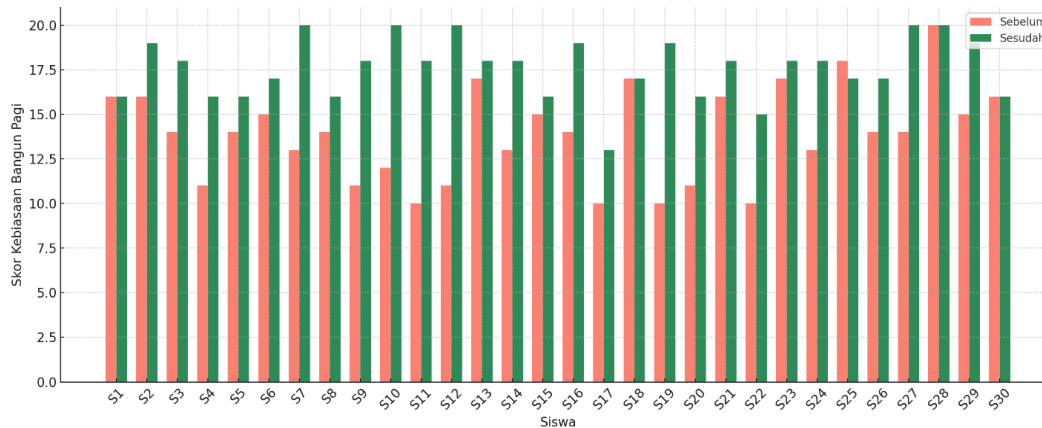


Figure 1. Comparison of Students' Morning Waking Habit Scores Before and After the Habituation Program

The Program figure illustrates the comparison of students' morning waking habit scores before and after the habituation program implemented at SDN Batucina. Each pair of bars represents one student (S1–S30), with the red bars showing pre-intervention scores and the green bars showing post-intervention scores. Overall, the visual trend indicates a substantial increase in

most students' scores following the program. Prior to the intervention, many students had moderate scores ranging between 10 and 15, suggesting inconsistent morning routines. After the intervention, the majority achieved higher scores—between 17 and 20—indicating a stronger and more consistent early waking habit.

This positive shift demonstrates the effectiveness of the character habituation strategy in improving students' self-regulation and readiness for learning. The increase in post-intervention scores reflects students' growing discipline, punctuality, and responsibility, which are essential components of character education. In line with the Self-Regulation Theory (Bandura, 1991), these findings suggest that consistent early waking routines help strengthen students' ability to manage their time and behavior independently, thereby enhancing both their academic performance and personal development.

Hypothesis Testing (Correlation Analysis)

Hypothesis testing was conducted using the Pearson Product Moment correlation technique to determine the strength and significance of the relationship between the Early Waking Habit (X) and the Student Discipline Level (Y).

The statistical output yielded the following key results:

1. Correlation Coefficient (r): 0.752.
2. Significance (p value): 0.000 ($p < 0.05$).

Since the calculated p value is 0.000, which is significantly less than the 0.05 threshold, the null hypothesis is rejected. This confirms that a statistically significant relationship exists between the early waking habit and student discipline. Furthermore, the r value of 0.752 signifies a very strong and positive relationship, indicating that as the quality of the early waking habit improves, the student's discipline level concurrently increases.

Calculation of Effect Size

The magnitude of the influence was quantified using the Effect Size, calculated through the Coefficient of Determination (r^2):

1. Effect Size (r^2): 0.565 or 56.5%.

This demonstrates that the early waking habit accounts for 56.5% of the observed variation in student discipline, underlining its substantial practical relevance. The remaining 43.5% of the variation is attributed to other factors not examined in this study.

Discussion: Theoretical and Practical Implications

The empirical validation of a strong, positive correlation ($r = 0.752$) between early waking and discipline provides robust support for the study's theoretical foundation, particularly the Self-Regulation Theory (SRT).

A. Theoretical Support for Self-Regulation

Consistent early waking acts as a fundamental behavioral exercise in self-regulation (Bandura, 1991). The routine necessitates several core components of self-discipline:

1. **Self-Control:** Students must resist the urge to sleep longer (impulse control), a key aspect of self-regulation.
2. **Time Management:** Successfully completing the morning routine on time is an exercise in effective time management.
3. **Goal Persistence:** Preparing for the school day represents goal persistence. Students who master this foundational morning routine successfully internalize the self-control skills required to adhere to school rules and exhibit responsible behavior throughout the day. The character development framework (Lickona, 1991) is reinforced as early waking directly cultivates traits such as responsibility, punctuality, and consistency, all essential components of a disciplined character.

B. Comparison with Existing Literature

These findings corroborate both international and local studies:

1. **International Alignment:** The results align with seminal research by Duckworth et al. (2007), who established that perseverance and self-discipline are stronger predictors of success than IQ. The early waking habit is a direct manifestation of this perseverance in a daily context.
2. **Local Alignment:** The correlation is consistent with local studies (e.g., Fitriana, 2022) that link consistent routines to desirable outcomes, particularly in the context of Indonesian primary schools. The significant shift observed in the data—where the percentage of highly disciplined students rose from 30% to 86.7% after the program—provides strong empirical evidence supporting the efficacy of character formation through consistent positive actions.

C. Practical Relevance and Policy Implications

The substantial Effect Size of 56.5% ($r^2=0.565$) is a key finding, underscoring the practical significance of this habit. This high value provides strong empirical justification for elementary schools to formalize and continuously reinforce the "7 Great Indonesian Children's Habits" program. The program, when implemented consistently, acts as a powerful, low-cost strategy for character intervention.

Furthermore, by promoting self-regulated habits early, this research contributes to the achievement of UN SDG 4 (Quality Education) and SDG 3 (Health and Well-being) by preparing students with the essential life skills for 21st-century competence and supporting the global roadmap for sustainable education (UNESCO, 2020).

D. Limitations and Future Research

While the results are conclusive for the study site, the small sample size ($N=30$) may affect the generalizability of the findings to a broader population in Indonesia. Therefore, future research is recommended to utilize a larger and more diverse sample, and potentially employ a mixed-methods or experimental design to explore causal factors and account for other external influences (e.g., family background) that could contribute to the remaining 43.5% of the variance in discipline.

The systematic methodology and the strong quantitative evidence provide a reliable basis for schools and parents to collaborate on forming positive morning routines. This practice can be integrated into daily activities (such as early waking, breakfast, and school preparation) to support robust character development, serving as a reference for curriculum planners and further research in sustainable character building.

CONCLUSION

This study successfully established that the Early Waking Habit has a very strong, positive, and statistically significant influence on the Discipline Level of fifth-grade students at SDN Batucina. The quantitative results provide a clear synthesis of the research's principal findings:

1. The statistical analysis yielded a Pearson correlation coefficient (r) of 0.752 ($p=0.000$), confirming the immense strength and positive direction of the relationship between the two variables.
2. The calculated effect size (r^2) of 56.5% indicates that the early waking habit is a substantial, practical factor contributing to the formation of disciplined character in

students. This percentage underscores the dominant role of this singular daily habit in predicting the observed variation in student discipline.

These findings affirm that early waking acts as a foundational self-regulatory mechanism, training students in essential meta-skills like time management and responsibility, which are directly transferable to classroom discipline and adherence to school rules. This practice aligns perfectly with the goals of Character Education and serves as a powerful, low-cost, and easily implementable strategy for schools to enhance student preparedness and foster self-control from a young age.

The study's outcomes have significant implications for the field of primary education and policy design. By empirically validating a strong link between a simple habit and a complex character trait, the research provides a clear basis for designing effective and sustainable character-building programs. Ultimately, these results support the broader global objectives of UN SDG 4 (Quality Education) by demonstrating an actionable mechanism for cultivating 21st-century competencies and self-control in primary school children. The consistent formalization and reinforcement of the early waking habit are crucial to translating these empirical insights into lasting educational impact.

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