

Habituation Of Early Bedtime As An Effort to Strengthen The Value Of Discipline Among Elementary School Students

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Abstract. This study aims to describe the role of early sleeping habits as an effort to strengthen discipline in elementary school students. Discipline is a fundamental character value that influences academic success, responsibility, and regular student behavior. However, in practice, discipline is often influenced by seemingly simple daily factors, such as sleep patterns. This study used a descriptive qualitative approach with data collection techniques through in-depth interviews, participant observation, and documentation. The study subjects consisted of five fifth-grade students, two homeroom teachers, and two parents at Dermayon Elementary School, Serang Regency. Data analysis was conducted using thematic analysis to identify the relationship between early sleeping routines and the development of student discipline. The results of the study indicate that the habit of going to bed early contributes significantly to the development of disciplined behavior in aspects of punctuality, responsibility for learning, and regularity of daily activities. Students who go to bed before 9:00 PM tend to be more focused in their studies, arrive on time for school, and demonstrate adherence to rules. The role of parents in creating a consistent bedtime routine is a key factor in the success of developing this disciplined character. These findings confirm that simple habits such as going to bed early can serve as an effective character education strategy, especially when integrated with collaboration between schools and families.

Keywords: habit, early bedtime, discipline values, character education, elementary school.

INTRODUCTION

Character education serves as an essential pillar of the national education system, aiming to shape students into individuals with noble character, responsibility, and strong self-discipline. At the elementary school level, character values such as honesty, resilience, social awareness, and especially discipline become foundational components in guiding students' behavior and daily routines. Discipline plays an important role in helping students manage time, complete assignments responsibly, and behave orderly both at home and at school (Ahmad, 2025). However, preliminary observations at Dermayon Elementary School in Serang Regency indicate that some students still struggle with maintaining consistent discipline particularly in arriving at school punctually, submitting assignments on time, and adhering to classroom rules. One of the underlying factors influencing this issue is the irregularity of students' sleep patterns. A growing number of students tend to stay up late due to excessive gadget use, watching television, or accompanying parents in late-night activities. These patterns lead to inadequate sleep, which manifests in fatigue, decreased concentration, and tardiness the following day. This phenomenon indicates a strong connection between sleep behavior and the development of disciplined character. Adequate sleep is crucial for maintaining children's cognitive functioning, mood regulation, and readiness to engage in learning activities. Conversely,

insufficient sleep contributes to attention difficulties, emotional instability, and poor self-regulation factors that undermine students' ability to behave in disciplined ways (Agustin, 2025). To provide a strong theoretical foundation, the role of early bedtime in fostering discipline can be analyzed through various behavior change theories. From the perspective of behaviorism, Pavlov's classical conditioning explains that routines function as consistent stimuli that condition children to anticipate certain behaviors at specific times. In this context, the habit of going to bed early can serve as a conditioned stimulus that trains the child's internal biological rhythms, enabling them to wake up more easily and engage in school routines more effectively. Skinner's operant conditioning reinforces this argument by suggesting that behaviors become habits when consistently reinforced. When parents provide positive reinforcement such as praise, rewards, or structured bedtime rituals children become more likely to repeat the behavior of sleeping early. Over time, these reinforcements shape disciplined habits that align with school expectations. Thus, bedtime routines can be considered an applied behavioral strategy for instilling discipline through gradual habit formation. Bandura's social learning theory adds another dimension by emphasizing modeling and observational learning. Children tend to imitate behaviors they observe in significant adults. When parents or caregivers demonstrate consistent discipline in managing bedtime routines, children internalize these values and replicate them in their daily actions. This modeling process strengthens self-regulation, self-awareness, and a sense of personal responsibility. Beyond behaviorism, the concept of self-regulation theory provides another strong theoretical basis. Self-regulation refers to the ability to control thoughts, emotions, and behaviors to achieve long-term goals. Adolescents and school-aged children who develop effective self-regulation are more likely to manage time well, follow rules, and maintain disciplined habits. Early bedtime routines function as training for self-regulation because children learn to manage impulses and follow structured rules that benefit their long-term well-being. Furthermore, research on habit formation theory (such as by Lally et al., 2010) suggests that habits are formed through repeated, consistent behavior in stable contexts. Early bedtime in a consistent environment such as a structured family routine helps reinforce neural pathways associated with discipline and behavioral consistency. Once bedtime becomes a habit, the child internalizes it as part of their daily life, reducing the need for external reminders. In educational contexts, habituation has long been recognized as a powerful strategy for character formation. Hendriana & Jacobus (2017) highlight that habituation involves systematic repetition of positive behaviors, enabling values to become ingrained in students' personalities. Simbolon et al. (2025) emphasize that in elementary education, children learn

most effectively through direct experience, modeling, and repetition rather than through verbal instruction alone. Kurniawaty et al. (2022) further explain that habituation must be supported by consistent environments and role models, both at school and at home, to ensure that values such as discipline, responsibility, and hard work can develop optimally. Sleep itself plays a fundamental biological and psychological role. Adequate rest supports brain development, executive function, emotional stability, and the ability to follow rules all key components of disciplined behavior (Yusman & Suriani, 2024). Research by Faqumala & Pranoto (2020) also shows that sleep deprivation significantly diminishes attention, impulse control, and problem-solving abilities. In line with this, Raharjo & Pustaka (2025) emphasize that a regular bedtime routine supports positive behavior patterns and contributes to children's overall self-regulation capacities. Field observations at Dermayon Elementary School reinforce these theoretical perspectives. Students who consistently go to bed before 9:00 PM demonstrate better punctuality, improved concentration, and a greater ability to comply with school rules compared to those who sleep later. These findings suggest that early bedtime habits not only support physical health but also play a critical role in the internalization of disciplinary values. Given these considerations, early bedtime routines can be conceptualized as a simple yet highly effective character education strategy. The synergy between school routines, parental guidance, and consistent home environments can provide a strong foundation for strengthening students' discipline. Therefore, this study aims to analyze in depth the role of early bedtime habits in fostering disciplinary values at Dermayon Elementary School, Serang Regency, and to explore collaboration strategies among teachers, parents, and the school community in developing positive routines that support children's character formation.

METHODOLOGY

The research method used in this study is a qualitative approach with a descriptive case study design, which aims to explore and describe in depth the process and outcomes of early sleep habit formation as an effort to strengthen discipline values in elementary school students. The study was conducted at Dermayon Elementary School in Serang Regency, with participants consisting of five fifth-grade students, two homeroom teachers, and two parents. These participants were selected using a purposive sampling technique based on their active involvement in the establishment and monitoring of children's sleep routines. Although the sample size is relatively small and not intended to represent the entire population, such a sampling strategy aligns with the purpose of qualitative inquiry, which prioritizes depth of understanding over generalization. Nonetheless, this limitation is acknowledged, and the potential for replicating the study in other schools or regions is highlighted to strengthen the

transferability of the findings. To provide clearer context, demographic information about participants was considered, including students' age range (10–11 years), gender distribution, family background, and parental involvement in daily routines. Teachers' years of experience and their roles in implementing discipline-related school programs were also taken into account. This demographic description supports a richer interpretation of the data and enhances the study's contextual credibility. Data collection techniques included participant observation, in-depth semi-structured interviews, and documentation, allowing the researcher to obtain a comprehensive understanding of students' sleep behaviors, daily routines, and the interactions among family, school environment, and peer groups. Data analysis followed the stages of Miles and Huberman's (1994) model data reduction, data display, and conclusion drawing. To strengthen data validity, triangulation of sources and techniques was employed. Furthermore, thematic analysis was expanded to identify major themes and sub-themes related to the formation of discipline. These included: (1) Parental Influence, covering parental consistency in enforcing bedtime rules, monitoring gadget use, and modeling disciplined behavior; (2) School Culture, encompassing teacher expectations, classroom routines, reward systems, and school policies that reinforce discipline; (3) Peer Influence, including how classmates' habits, social interactions, and group norms contribute to shaping students' attitudes toward punctuality and rule compliance. The qualitative approach was chosen because it allows the researcher to understand the phenomenon contextually and holistically, capturing how sleep patterns interact with the development of disciplined character within real-life school and family settings (Sugiyono, 2019).

RESULTS AND DISCUSSION

Based on observations, interviews, and documentation at Dermayon Elementary School in Serang Regency, it was found that fifth-grade students showed varying sleep habits, ranging from 8:00 PM to 11:00 PM. Of the five students studied, three of them regularly sleep before 9:00 PM, while the other two sleep after 10:00 PM. These differences in bedtime routines influence students' discipline, particularly in punctuality, classroom focus, and adherence to school rules. As explained in the Method section, the categories "high," "fair," and "low" for Focus on Learning and Compliance with Rules were developed using an observation rubric based on behavioral indicators recorded during class activities over a three-week period. High focus/compliance indicates consistent attentiveness, readiness to participate, minimal distraction, and full adherence to school and classroom rules. Fair indicates fluctuating attentiveness, occasional distractions, and partial adherence to rules. Low indicates frequent inattentiveness, disruptive behavior, or repeated difficulty following instructions and school

expectations. These categories were determined through triangulated data from teacher interviews, daily classroom observations, and documented behavior records.

Table 1. The Relationship between Sleep Habits and Student Discipline at Dermayon Elementary School

No	Student Initials	Average Bedtime	Time of Arrival to School	Focus on Learning	Compliance with Rules	Description
1	AN	8:15 PM	On time (6:45 AM)		Very good	Consistently fast sleep
2	RF	8:30 PM	On time (6:40 AM)	High	Good Strong	Strong support from parents
3	DL	8:45 PM	Sometimes on time	Fair	Good	Partially consistent
4	MR	10:15 PM	Often late	Insufficient	Sleeps late	late due to gadgets
5	TS	11:00 PM	Late (>7:00 AM)	Low	Poor	Lack of home supervision

Source: Data from field observations and interviews at Dermayon Elementary School, Serang Regency (2025).

The data above summarize observations over three weeks and show a clear tendency that earlier bedtimes correlate with higher levels of discipline. Students who slept before 9:00 PM displayed better focus, punctual arrival, and stronger rule compliance. Meanwhile, students who slept late exhibited difficulty waking up, passive classroom behavior, and more frequent tardiness. Interviews with homeroom teachers revealed that early bedtime patterns were strongly influenced by parenting practices at home. Children whose parents consistently monitored gadget use, provided bedtime reminders, and modeled disciplined routines tended to show higher levels of focus and compliance. Teachers also noted that students with sufficient sleep displayed emotional stability and readiness to engage with learning tasks. The findings of this study support the theory of character formation through habituation proposed by Abrori (2023), which emphasizes that disciplined character emerges from repeated,

consistent routines. Early bedtime, therefore, becomes a practical form of habituation that trains children in self-regulation and strengthens disciplinary values across cognitive, affective, and psychomotor domains. These results also align with Daulay (2024), who found that regular sleep routines are associated with increased rule adherence and improved learning focus. Similarly, Mumbaasithoh et al. (2021) highlight that inadequate sleep impairs self-control and increases impulsivity, hindering the development of discipline. At Dermayon Elementary School, collaboration between the school and families contributed significantly to behavior improvement. The school's "Healthy Nighttime Routine" program encouraging reduced gadget use and reading before bed—helped students fall asleep more quickly and wake up refreshed. From a behaviorist perspective, these routines form quickly through positive reinforcement (Khairunisa, 2025). Simple rewards, praise, or acknowledgment from parents and teachers increased children's motivation to maintain consistent sleep schedules, strengthening the association between discipline and positive emotional experiences. Thus, early bedtime habits can be concluded as an effective, daily-based character education strategy that significantly shapes student discipline. This pattern may serve as an integrative model for strengthening collaboration between families and schools to support long-term disciplined behavior.

CONCLUSION

Based on the research results, it can be concluded that the habit of going to bed early plays a significant role in strengthening the discipline values of elementary school students, particularly in aspects of punctuality, responsibility for learning, and compliance with school rules. Students who go to bed before 9:00 PM show more orderly behavior, focus on learning, and are rarely late to school, while students who go to bed late tend to be less disciplined and easily lose concentration. This habit is effective because it trains children's self-regulation while fostering awareness of the importance of regular time management in everyday life. Therefore, it is recommended that schools and parents work together to instill healthy sleep routines as part of character education programs, for example through socializing positive nighttime habits, limiting gadget use, and providing role models by adults in maintaining a disciplined lifestyle.

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