

Literacy and Clean Living Habit Model Through the Character Education Pillar Program for Early Childhood

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ABSTRAK

Era digital membawa perubahan dalam pengelolaan Pendidikan Penelitian ini bertujuan untuk menganalisis model pembiasaan literasi dan hidup bersih melalui program pilar pendidikan karakter yang diterapkan di RA Fattahul Huda Pungpungan. Pendidikan karakter merupakan aspek penting dalam pendidikan anak usia dini untuk membentuk sikap, perilaku, dan nilai-nilai positif pada peserta didik. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa program pilar pendidikan karakter dilaksanakan melalui dua kegiatan utama yaitu pilar literasi dan pilar hidup bersih. Pilar literasi meliputi kegiatan membaca buku cerita dan membaca buku di pojok baca yang dapat meningkatkan minat baca serta membantu peserta didik memahami nilai-nilai moral. Sementara itu, pilar hidup bersih meliputi kegiatan antri mencuci tangan dan menjaga kebersihan diri serta lingkungan. Kegiatan tersebut dilakukan secara rutin sebagai bentuk pembiasaan dalam aktivitas sehari-hari di sekolah. Pelaksanaan kegiatan ini sejalan dengan teori pendidikan karakter Thomas Lickona yang meliputi moral knowing, moral feeling, dan moral action. Melalui pembiasaan yang dilakukan secara berkelanjutan, peserta didik mampu mengembangkan minat membaca, disiplin, tanggung jawab, serta kebiasaan hidup bersih.

ABSTRACT

This study aims to analyze the model of literacy habituation and clean living through the character education pillar program implemented at RA Fattahul Huda Pungpungan. Character education is an important aspect of early childhood education to shape attitudes, behavior, and positive values in students. This study uses a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation. The results of the study show that the character education pillar program is implemented through two main activities, namely the literacy pillar and the clean living pillar. The literacy pillar includes activities such as reading storybooks and reading books in the reading corner, which can increase reading interest and help students understand moral values. Meanwhile, the clean living pillar includes activities such as queuing to wash hands and maintaining personal and environmental cleanliness. The activity is carried out routinely as a form of habituation in daily school activities. The implementation of this activity aligns with Thomas Lickona's character education theory, which includes moral knowing, moral feeling, and moral action. Through continuous habituation, students are able to develop an interest in reading, discipline, responsibility, as well as clean living habits.

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INTRODUCTION

Early childhood education is an important stage in forming the foundation of cognitive, social, emotional, and character development in children (Retnaningrum & Hazhari, 2024; Sholeh, 2025; Tabroni et al., 2022). At this stage, children are in a phase of very rapid development, so various positive stimulations need to be provided consistently and continuously. One important aspect that needs to be developed early is literacy habits and clean living behavior. Literacy is not only related to the ability to read and write but also includes the ability to understand information and build critical thinking patterns in children (Rini, 2018; Saida, 2025). On the other hand, fostering habits of clean living such as washing hands, maintaining environmental cleanliness, and being disciplined in healthy habits is an important part of character education for children. This habituation can help children understand the importance of maintaining personal and environmental health from an early age (Arief, 2023; Irhamna et al., 2022; Kurniawati, 2026). Therefore, the integration of literacy activities and clean living habits becomes a relevant strategy for shaping children's positive character. Through continuous habituation, children are expected to be able to internalize positive values in their daily lives.

Character education is one of the main focuses in the education system because it plays a role in shaping the attitudes, values, and behaviors of students (Cholifah & others, 2024; Munif, 2026; Rahayu et al., 2024). Efforts to strengthen character education are carried out not only through classroom learning processes but also through various structured habituation activities (Saida, 2026; Sutrisno et al., 2023; Utami & Wafi, 2020). One form of implementing character education is through programs that instill positive habits in children's daily lives. Literacy habituation programs can be conducted through activities such as reading storybooks, getting to know various types of reading materials, and building an interest in reading from an early age. Meanwhile, cultivating clean living habits can be carried out through simple activities such as lining up to wash hands, maintaining personal hygiene, and taking care of a healthy school environment. The integration of literacy and clean living habits can provide a more meaningful learning experience for children. With this approach, children not only gain knowledge but also learn to apply positive values in their daily lives. Therefore, the development of a systematic habit-forming model becomes important to support the success of character education in early childhood.

However, in practice, there are still various problems related to habituating literacy and clean living behaviors in early childhood. Some children still have low reading interest due to a lack of stimulating and sustainable literacy activities. In addition, clean living habits, such as washing hands before and after activities, are often not performed consistently by children. This condition can be influenced by various factors, such as a lack of habituation in both school and home environments. In some educational institutions, literacy activities and clean living habits are still carried out separately and have not been integrated into a systematic program. This causes the values intended to be instilled in children to not be fully internalized optimally. This problem can also be found at RA Fattahul Huda Pungpungan, where the habituation of literacy and cleanliness still requires strengthening through a more structured approach. If this condition is not addressed, then efforts to develop children's character from an early age will be less than optimal. Therefore, a habituation model is needed that can effectively integrate literacy and clean living habits into educational activities at school.

Based on research conducted by Suratmi et al., character education planning based on literacy through the utilization of local culture has proven effective in strengthening the Pancasila Student profile in early childhood (Suratmi et al., 2024). Based on research conducted by Syaputri et al., education on clean and healthy living behavior has a significant effect in encouraging students' behavioral changes towards a healthier and more positive direction (Syaputri et al., 2023). Based on research conducted by Chairilisyah, the habituation of clean and healthy living behaviors in daily life is effective in instilling healthy living character in early childhood (Chairilisyah, 2020). Research conducted by Fersari and Muhammad shows that the integration of health education and character building through ecoliteracy learning is effective in developing healthy living awareness and positive character in early childhood (Fersari & Muhammad, 2025).

Some previous studies have discussed the importance of early childhood literacy as well as the habituation of clean living behaviors in educational settings. These studies show that literacy activities can enhance children's language skills and their understanding of various information. Other research also indicates that habituating clean living can help children develop awareness of the importance of health and personal hygiene. Nevertheless, most studies still discuss these two aspects separately. Research that specifically examines the integration of literacy habituation and clean living habits

within the framework of character education is still relatively limited. In addition, studies on habituation models developed through character education pillar programs have not been widely conducted, especially in the context of religious-based elementary education institutions. This condition indicates a research gap that needs to be further examined to produce a more comprehensive habituation model. Therefore, research on literacy and clean living habituation models through character education pillar programs becomes important to be conducted.

Based on this description, this study aims to examine and describe a model of literacy and clean living habituation through the character education pillar program for early childhood at RA Fattahul Huda Pungpungan. This study is expected to provide an overview of the implementation of habituation programs that integrate literacy activities and clean living habits within the school environment. In addition, this study also aims to find out how the process of implementing the character education pillar program shapes positive habits in children. Through this study, it is hoped that a deeper understanding can be gained regarding effective habituation strategies in increasing children's interest in literacy and clean living behaviors. The results of this study are expected to contribute to the development of character education practices in elementary school settings, particularly in early childhood education. In addition, this study is also expected to serve as a reference for educators in designing more systematic and integrated habituation activities. Thus, the habituation model developed can support efforts to optimally shape children's character. Ultimately, this study is expected to provide benefits for improving the quality of education at RA Fattahul Huda Pungpungan.

METHOD

This study uses a qualitative approach with a case Study research type (A. A. dan J. Setiawan, 2018). The qualitative approach is used because this research aims to gain an in-depth understanding of the process of habituating literacy and clean living through the character education pillar program for early childhood. Descriptive qualitative research allows the researcher to systematically describe phenomena that occur based on real conditions in the field (Mardawani, 2020). This research was conducted at RA Fattahul Huda Pungpungan, which was chosen as the research location because the school has various habituation activities related to literacy and clean living behavior. These activities include the storybook pillar, book pillar, as well as the habit of lining up to wash hands, which are part of character education for students. In addition, the school environment

also supports the implementation of habituation activities aimed at instilling positive values in children from an early age. The research subjects in this study include the principal, teachers, and students at RA Fattahul Huda Pungpungan who were selected using purposive sampling, which is the deliberate determination of informants based on certain considerations according to the needs and objectives of the research. The principal and teachers were chosen as the main informants because they have an important role in designing and implementing character education programs at school.

Data collection in this study was carried out through several techniques, namely observation, interviews, and documentation (A. Anggito dan J. Setiawan, 2018). Observation was conducted by directly observing the literacy and clean living habit activities carried out by students in the school environment. Through observation, the researcher could find out how the process of implementing activities such as reading storybooks, using the book corner, and hand-washing queue activities, which are part of clean living habits, took place. Interviews were conducted with the principal and teachers to obtain information regarding the objectives, implementation, and obstacles faced in the implementation of the character education pillar program. Interview techniques are also used to explore teachers' views on the benefits of literacy and clean living habituation activities for the development of students' character. In addition, documentation techniques are used to complement research data through various documents related to school activities, such as activity photos, program notes, and other supporting documents. The use of various data collection techniques aims to obtain more complete data and provide a clear picture of the implementation of habituation programs at school.

The data analysis technique in this study uses the data analysis model proposed by Miles and Huberman, which involves three stages: data reduction, data display, and drawing conclusions (Huberman & others, 2019). Data reduction is carried out by selecting and focusing on the data obtained from observations, interviews, and documentation according to the research objectives. The reduced data is then presented in the form of descriptive narratives, making it easier for the researcher to understand the relationships among the obtained data. Subsequently, the researcher draws conclusions based on the results of the systematically conducted data analysis. To ensure the validity of the data in this study, the researcher used triangulation techniques, namely by comparing data obtained from various sources and data collection methods. Source

triangulation was carried out by comparing information from the principal, teachers, and students, while method triangulation was conducted by comparing the results of observations, interviews, and documentation. By using these techniques, it is expected that the data obtained will have a high level of reliability. Through this process of data analysis and verification, this study is expected to provide a clear picture of the model of literacy habituation and clean living through the character education pillar program at RA Fattahul Huda Pungpungan.

RESULT AND DISCUSSION

RESULT

A. Implementation of the Character Education Pillar Program

The character education pillar program at RA Fattahul Huda Pungpungan is implemented as part of efforts to instill positive values in students from an early age. This program is designed to develop good habits that can support the development of students' attitudes and behaviors. The program is carried out through various habituation activities integrated into daily activities in the school environment. These habituation activities include literacy habits, clean living habits, as well as activities that support the formation of discipline and responsibility. Teachers play an important role in directing and guiding students so that they can participate in habituation activities properly. In addition, teachers also provide examples of positive behavior that can be imitated by students in their daily lives. With this program, the school strives to create an educational environment that not only focuses on academic aspects but also on the character development of students.

The implementation of the character education pillar program is not only carried out in classroom learning activities but also through various activities outside the classroom. These activities are conducted regularly so that they can become habits ingrained in students. Through repeated habituation activities, students can understand the importance of character values in daily life. Teachers also provide guidance to students regarding the purpose of each habituation activity carried out. This is intended so that students do not just participate in these activities formally but also understand the meaning of the activities. Thus, habituation activities can have a more significant impact on the formation of students' character.

This program emphasizes the importance of developing discipline and responsibility in students. Teachers provide guidance to students so that they can participate in habituation activities in an orderly and regular manner. Through these activities, students learn to comply with the rules in the school environment. In addition, students are also taught to be responsible for the various activities they carry out. These attitudes of discipline and responsibility become one of the important values in character education applied in schools. With the existence of these habituation activities, students are expected to develop a positive attitude in daily life.

In the implementation of the character education pillar program, teacher involvement becomes one of the very important factors. Teachers not only play a role as educators but also as role models for students. Through the attitudes and behaviors demonstrated by teachers, students can imitate the positive values displayed by teachers. Teachers also provide motivation to students so that they can participate in habitual activities with full awareness. With support from teachers, habitual activities can run more effectively. Based on the results of an interview with the principal of RA Fattahul Huda Pungpungan, it is known that the character education pillar program is one of the important programs implemented at the school.

"We run this pillar program to accustom children to having good character from an early age. We emphasize simple activities that are carried out every day so that children get used to doing positive things." (Interview with the Principal, 2025)

The teacher also conveyed that habituation activities in the character education pillar program have a positive impact on students' behavior at school.

"Children become more disciplined and accustomed to following the rules at school. They also begin to understand the importance of maintaining cleanliness and reading books." (Interview with a Classroom Teacher, 2025)

The observations conducted by the researcher showed that the students appeared to be actively participating in the habituation activities carried out at school. These activities were conducted routinely, so the students were

accustomed to carrying them out without always having to be reminded by the teacher. The students also appeared enthusiastic in participating in various activities related to the character education pillar program. This indicates that the program can be well received by the students. Thus, the implementation of the character education pillar program at RA Fattahul Huda Pungpungan can be said to run quite well.

The character education pillar program makes a fairly significant contribution to shaping positive habits in students. Routine habituation activities can help students understand the importance of character values in daily life. With this program, schools can create an educational environment that supports the development of students' character. Therefore, the character education pillar program becomes one of the effective strategies in supporting the formation of students' character at RA Fattahul Huda Pungpungan.

B. Literacy Pillar through Storybook Activities

One form of implementing the character education pillar program at RA Fattahul Huda Pungpungan is through literacy pillar activities realized in storytelling reading activities. This activity aims to foster reading interest in students from an early age. Through storytelling reading activities, students are introduced to various stories that contain moral messages and character education values. Teachers provide various interesting storybooks that are suitable for the age and developmental level of the students. With this activity, students can learn to understand the content of the stories while also gaining new knowledge. In addition, storytelling reading activities can also help improve students' language skills.

In its implementation, the activity of reading storybooks is carried out regularly as part of the habituation activities at school. Students are given the opportunity to read books independently as well as listen to stories read by the teacher. The teacher also provides explanations regarding the content of the stories read to the students. This is intended so that students can understand the moral messages contained in the stories. Through this activity, students not only learn to read but also learn to understand various life values.

Reading storybooks also provides an opportunity for students to develop their imagination. Stories read by the teacher can help students visualize various situations that occur in the story. This can help improve students' thinking skills and creativity.

In addition, students are often asked to retell the contents of the stories they have listened to. This activity can help improve students' communication skills. Based on interviews with the classroom teacher, reading storybooks is one of the activities that students really enjoy.

"When there are story reading activities, children are usually very enthusiastic. They listen attentively and sometimes want to read books by themselves afterward." (Interview with a Classroom Teacher, 2025)

The teacher also conveyed that this activity helps increase students' interest in reading at school.

"After frequently reading stories, children become more interested in books. They often take books from the reading corner to read by themselves." (Interview with Teacher, 2025)

The observations conducted by the researcher showed that the students appeared to be actively participating in storybook reading activities. They exhibited a high level of curiosity about the stories read by the teacher. Students also frequently asked questions about the content of the stories they were listening to. This indicates that storybook reading activities can increase students' interest in literacy activities. Through storybook reading activities, students not only gain knowledge but also learn to understand the moral values contained in the stories. These values can serve as examples for students in their daily lives. Thus, literacy pillar activities through storybook reading can contribute positively to the development of students' character.



Figure 1 reading storybooks

C. Book Pillar as an Effort to Strengthen Literacy

The book pillar is one of the activities carried out in the character education pillar program at RA Fattahul Huda Pungpungan as an effort to strengthen the literacy culture in the school environment. This activity aims to provide students with the opportunity to get closer to various reading materials available at school. Through this activity, students are introduced to various types of books that can increase knowledge and broaden their horizons. Teachers play a role in providing and guiding students to use books as learning resources. With the book pillar activity, students are expected to develop reading habits from an early age. In addition, this activity can also help improve students' abilities to understand the contents of reading materials. Therefore, the book pillar activity becomes one of the important means of developing a literacy culture in the school environment.

The implementation of the book pillar activities is carried out routinely during learning activities at school. Students are given the opportunity to read various books available in the reading corner or places provided by the school. These books consist of various types of readings such as storybooks, knowledge books, as well as books containing character education values. Teachers provide guidance to students in selecting books that match their interests and level of ability. This aims to enable students to understand the reading material well. In addition, teachers also provide motivation to students so that they have a high interest in reading activities. With guidance from teachers, reading activities can be carried out more effectively.

Through book pillar activities, students not only learn to read but also learn to understand the content of the readings they read. Teachers often give students the opportunity to retell the contents of the books they have read. This activity can help students improve their speaking skills as well as better understand the content of the readings. In addition, this activity can also train students to express their opinions and ideas in front of their peers. Thus, book reading activities not only enhance literacy skills but also students' communication skills.

The book pillar activity also provides benefits in fostering reading habits among students. Through activities carried out regularly, students become accustomed to interacting with books. Reading habits instilled from an early age can have a positive impact on the intellectual development of students. In addition,

reading activities can also help students acquire various information and new knowledge. Thus, the book pillar activity can become one of the strategies in improving the quality of learning in schools. Based on the results of interviews with teachers at RA Fattahul Huda Pungpungan, the book pillar activity is considered to be able to increase students' interest in reading. Teachers stated that students seemed more interested in reading books after the activity was carried out regularly.

"Through the book pillar activities, children read more often. They start to get used to picking up books and reading when they have free time." (Interview with Class Teacher, 2025)

In addition, the principal also conveyed that the book pillar activity is one of the efforts made by the school to build a literacy culture among students.

"We provide a variety of reading books so that children have many choices for reading. In this way, it is hoped that their interest in reading can increase." (Interview with the Principal, 2025)

Based on the observations conducted by the researcher, the students appeared enthusiastic in participating in book reading activities. They seemed interested in the various books available at the school. Some students were also seen reading books independently without having to be instructed by the teacher. This indicates that the book pillar activities are able to foster a reading interest among the students. In addition, the students also appeared more confident when asked to retell the content of the books they had read.

The book pillar activity makes a fairly significant contribution to improving the literacy culture at RA Fattahul Huda Pungpungan. This activity helps students to build reading habits from an early age. In addition, this activity can also improve students' abilities to understand the content of reading materials as well as develop their communication skills. Thus, the book pillar activity can become one of the effective strategies in supporting the development of students' literacy at school.

D. Fostering Clean Living Habits through Hand-Washing Queuing Activities

The character education pillar program at RA Fattahul Huda Pungpungan also includes the habituation of living a clean life. One of the activities implemented is the habit of queuing to wash hands before and after doing learning activities. This activity aims to instill awareness in students about the importance of maintaining personal

hygiene from an early age. Through this activity, students are taught that cleanliness is an important part of maintaining health. Teachers provide guidance to students on the correct way to wash their hands according to the recommended steps. In addition, students are also taught to wait their turn orderly when washing their hands. Thus, this activity not only instills clean living habits but also trains disciplined behavior in students.

The implementation of handwashing queue activities is carried out routinely in daily activities at school. Usually, this activity is done before students enter the classroom or before they eat and engage in certain activities. Teachers supervise and guide students when performing handwashing activities. This is intended so that students can carry out the activity correctly. In addition, teachers also provide explanations about the importance of washing hands to prevent various diseases. With this activity, students can understand that maintaining cleanliness is part of the habits that must be done every day.

Habitual handwashing is also one way to instill a sense of responsibility in students. Students are taught that maintaining personal hygiene is each individual's responsibility. Through this activity, students learn to take care of their own health. In addition, this activity also helps create a cleaner and healthier school environment. Teachers continue to remind students not to forget to wash their hands before and after performing certain activities. Thus, this activity can become a habit that is ingrained in students.

In addition to instilling the habit of living cleanly, the activity of lining up to wash hands also helps students learn about the importance of discipline. Students are taught to wait their turn in an orderly manner when washing their hands. This trains them to be patient and to respect their friends. Teachers also provide examples to students on how to wait their turn orderly. Through this activity, students can learn about the importance of discipline in daily life. Based on interviews with teachers at RA Fattahul Huda Pungpungan, the habit of washing hands has a positive impact on students' behavior.

“Children nowadays are already used to washing their hands before entering the classroom or before eating. They are also beginning to understand that washing hands is important for health.” (Interview with Teacher, 2025)

In addition, the principal also conveyed that the activity of instilling clean living habits is part of the character education implemented in the school.

"We want to get children used to living clean from an early age. Simple things like washing hands can help form good habits in children."

(Interview with the Principal, 2025)

Based on the observations conducted by the researcher, the students appeared to follow the hand-washing queue activities orderly. They waited their turn patiently and followed the instructions given by the teacher. Some students were even seen reminding their friends to wash their hands before engaging in certain activities. This indicates that the activity is beginning to become a habit ingrained in the students. The habit-forming activity of queuing to wash hands provides considerable benefits in instilling clean living habits in students. This activity not only helps maintain students' health but also trains discipline and responsibility. Thus, fostering clean living habits through handwashing activities can become an effective strategy in character education at RA Fattahul Huda Pungpungan.



Figure 2 Hand-Washing Queuing Activities

E. Literacy and Clean Living Habituation Model at RA Fattahul Huda Pungpungan

Based on the results of research conducted at RA Fattahul Huda Pungpungan, the literacy and clean-living habituation model is implemented through various activities integrated into the character education pillar program. This habituation model is carried out through regular and repeated activities so that positive habits can be formed in the students. Literacy habituation is conducted through storytelling activities and reading books in the reading corner available at the school. Meanwhile, clean-living habituation is carried out through handwashing queues and maintaining

the cleanliness of the school environment. These activities are carried out regularly so that students can get used to practicing these habits in their daily lives. With these habituation activities, students are expected to understand the importance of positive values in their lives.

This habituation model emphasizes simple activities that are carried out consistently every day. Teachers provide guidance to students so that they can participate in the habituation activities properly. In addition, teachers also provide examples of positive behavior that can be imitated by students. Through the role modeling given by teachers, students can learn about the importance of reading habits and maintaining personal hygiene. Thus, habituation activities can run effectively. Literacy and clean living habituation activities are also carried out in an integrated manner in various activities conducted by students at school. This aims to ensure that habituation activities do not feel like separate activities from learning activities. On the contrary, these activities become part of the students' daily activities at school. In this way, students can more easily understand and apply positive habits in their lives.

The habituation model applied at RA Fattahul Huda Pungpungan also emphasizes the importance of the teacher's role in guiding students. Teachers act as facilitators who help students understand the purpose of each habituation activity conducted. Teachers also provide motivation to students so that they can participate in these activities with full awareness. With the support of teachers, habituation activities can have a greater impact on the development of students' character. Based on interviews with the principal, this habituation model is considered effective in helping shape students' character.

"We combine literacy activities and clean living habits in daily activities at school. In this way, children can learn through the habits they carry out every day." (Interview with the Principal, 2025)

The teacher also conveyed that these habituation activities help students develop positive attitudes in their daily lives.

"Through the activities of reading books and maintaining cleanliness, children become more disciplined and have good habits." (Interview with Teacher, 2025)

The observation results show that the students appear accustomed to participating in various habituation activities carried out at school. They seem active in

book reading activities as well as in orderly handwashing activities. This indicates that habituation activities carried out routinely can help form positive habits in students. The literacy and clean living habituation model at RA Fattahul Huda Pungpungan shows that simple activities performed regularly can have a positive impact on shaping students' character. The integration between literacy activities and clean living habits can be an effective strategy in early childhood character education. Thus, this habituation model can serve as an example of character education practice that can be implemented in the elementary school environment.

Discussion

Character education is one of the important aspects in the educational process that aims to shape the attitudes, values, and positive behaviors of students. Thomas Lickona explains that character education is a deliberate effort to help someone understand, feel, and act on moral values in daily life. According to Lickona, character education does not only focus on the aspect of moral knowledge, but also on the aspects of moral feelings and moral actions. These three aspects are known as the concepts of moral knowing, moral feeling, and moral action. In the context of education in schools, these three aspects can be developed through learning activities as well as habituation activities conducted continuously. Therefore, habituation activities such as literacy and clean living habits become one of the strategies that can be used to instill character values in students. Through these habituation activities, students can learn to understand moral values while also practicing them in daily life.

In this study, the implementation of the character education pillar program at RA Fattahul Huda Pungpungan can be associated with the concept of moral knowing proposed by Thomas Lickona. Moral knowing relates to students' understanding of good and right moral values. Activities such as reading storybooks in the literacy pillar program can help students understand various moral values contained in the stories. Through the stories that are read or listened to, students can learn about various life values such as honesty, responsibility, and caring for others. Teachers also play a role in explaining the meaning of the stories so that students can understand the moral messages contained within them. Thus, literacy activities aim not only to improve reading skills but also to instill an understanding of character values in students.

In addition to moral knowing, Thomas Lickona also emphasizes the importance of the moral feeling aspect, which is an individual's ability to sense moral values within themselves. Moral feeling is related to empathy, care, as well as a sense of responsibility toward the moral values that have been understood. In the context of this study, habituation activities conducted at RA Fattahul Huda Pungpungan can help foster students' awareness of the importance of these values. For example, reading storybooks can help students experience various emotions felt by characters in the stories. This can cultivate empathy as well as understanding of different situations that occur in everyday life. Furthermore, habituation to a clean lifestyle, such as washing hands, can also raise students' awareness of the importance of maintaining personal and environmental health.

The next aspect in Thomas Lickona's character education theory is moral action, which is a person's ability to apply moral values in real actions. Moral action is the stage where a person not only understands and feels moral values but is also able to practice them in everyday life. In this study, habituation activities such as reading books, maintaining cleanliness, and lining up to wash hands are concrete forms of applying these character values. Through activities carried out routinely, students learn to practice the values of discipline, responsibility, and care for the environment. Habits performed continuously can help students develop positive behavior. Thus, habituation activities become one of the effective ways to develop moral action in students.

The implementation of habituation activities at RA Fattahul Huda Pungpungan also shows that character education cannot be carried out solely through delivering material in the classroom. Character education requires a supportive environment as well as active involvement from teachers and all members of the school. Teachers play an important role as role models who can provide examples of positive behavior to students. Through the attitudes and behaviors demonstrated by teachers, students can learn about good character values. In addition, habituation activities that are carried out consistently also help students build positive habits in daily life. This aligns with the view of Thomas Lickona, who states that character education must be done comprehensively through learning, role modeling, and habituation.

Based on the results of research and theoretical studies that have been conducted, the researcher proposes a model of literacy habituation and clean living through the character education pillar program at RA Fattahul Huda Pungpungan. This model integrates literacy activities and clean living habits as part of routine activities at school.

The first stage in this model is the introduction of values (moral knowing) through storytelling activities and providing an understanding of the importance of maintaining cleanliness. The second stage is the development of awareness (moral feeling) through discussions, giving examples, and habituation conducted by the teacher. The third stage is the application of values (moral action) through concrete activities such as reading books regularly, lining up to wash hands, and maintaining the cleanliness of the school environment. This model emphasizes simple activities carried out consistently in order to form positive habits in students. Thus, the integration between literacy and clean living habits can become one of the strategies in supporting the implementation of character education in schools.

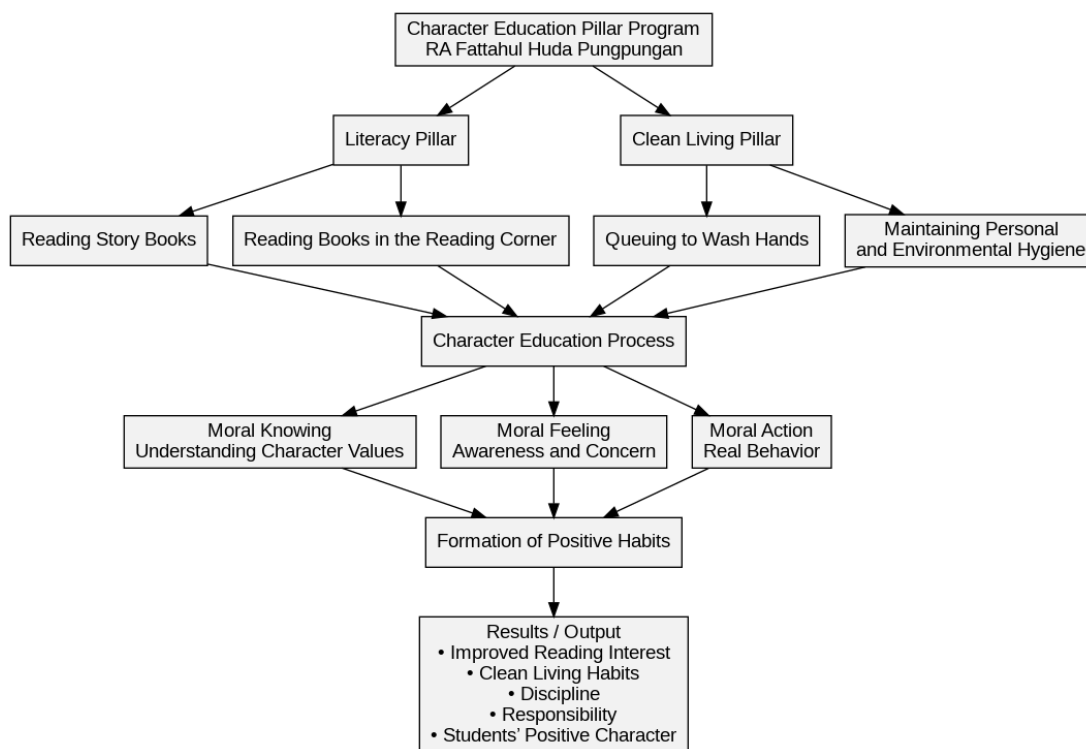


Figure 3 Education Program Model

CONCLUSION

The model of literacy habituation and clean living through the character education pillar program at RA Fattahul Huda Pungpungan is able to support the formation of positive character in students from an early age. This program is carried out through two main activities: the literacy pillar, which includes reading storybooks and reading books in the reading corner, and the clean living pillar, which includes handwashing queue activities and maintaining personal and environmental cleanliness. These activities are conducted routinely as a form of habituation integrated into daily school activities. The

implementation of this program aligns with Thomas Lickona's character education theory, which emphasizes three main aspects: moral knowing, moral feeling, and moral action. Through literacy activities, students gain an understanding of character values, while through clean living activities, students learn to develop awareness and apply these values in real behavior. Habituation carried out consistently can form positive habits in students, such as increased interest in reading, the formation of clean living habits, discipline, responsibility, as well as the development of positive student character.

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