
THE EFFECTIVENESS OF THE HABIT FORMING MODEL IN IMPROVING THE CHARACTER OF STUDENTS AT MI ASH SHALIHIN YAPIS ABEPURA**Algustin Wulandari¹, Didik Efendi²**State Islamic Institute Fattahul Muluk Papua, Indonesia¹²Email: algustiwulandari@gmail.com¹, didik.kotjap@gmail.com²**ABSTRACT**

This research aims to see how the habit-forming model is applied in character education at MI Ash Shalihin YAPIS Abepura, Jayapura City. This model is important in the education curriculum in Indonesia because it helps instil moral and ethical values in students. This research uses a qualitative approach with a descriptive type of research to describe events that occur. Descriptive research seeks to provide accurate information in the form of words. Qualitative descriptive methods are used to achieve certain goals, with the researcher as the main tool in data collection. This study applied data analysis techniques from the beginning, during, and after data collection to understand the subject objectively. Data reduction is done by summarizing and selecting important elements to investigate patterns and themes. Drawing conclusions results in a clearer explanation or picture of the findings. Data validity checking is done through triangulation, which involves various sources and data collection techniques to ensure the credibility of information. Triangulation is important to validate the data and find differences that may exist through different methods. The results showed that the model successfully improved student discipline, responsibility and empathy by incorporating character-building activities into the daily routine. This research emphasizes how important consistent practice and reflection are in character education and provides a framework for other educational institutions that want to improve their character education programs. The research also emphasizes how important it is for teachers to provide continuous stimulus and response for the habit-forming model to be successful.

Keywords: Habit Forming Model, Character Education, Madrasah Ibtidaiyah**ABSTRAK**

Tujuan penelitian ini adalah untuk melihat bagaimana model habit forming diterapkan dalam pendidikan karakter di MI Ash Shalihin YAPIS Abepura, Kota Jayapura. Model ini penting dalam kurikulum pendidikan di Indonesia karena membantu menanamkan nilai moral dan etika pada siswa. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif, yang bertujuan untuk memaparkan peristiwa yang terjadi. Penelitian deskriptif berusaha untuk memberikan informasi akurat dalam bentuk kata-kata. Metode deskriptif kualitatif digunakan untuk mencapai tujuan tertentu, dengan peneliti sebagai alat utama dalam pengumpulan data. Dalam penelitian ini, teknik analisis data diterapkan sejak awal, selama, dan setelah pengumpulan data, dengan tujuan untuk memahami subyek secara obyektif. Reduksi data dilakukan dengan meringkas dan memilih elemen penting untuk menyelidiki pola dan tema. Penarikan kesimpulan menghasilkan penjelasan atau gambaran yang lebih jelas tentang temuan. Pengecekan keabsahan data dilakukan melalui triangulasi, yang melibatkan berbagai sumber dan

teknik pengumpulan data untuk memastikan kredibilitas informasi. Triangulasi ini penting untuk memvalidasi data dan menemukan perbedaan yang mungkin ada melalui metode yang berbeda. Hasil penelitian menunjukkan bahwa model ini berhasil meningkatkan disiplin, tanggung jawab, dan empati di kalangan siswa dengan memasukkan kegiatan pembentukan karakter ke dalam rutinitas harian. Penelitian ini menekankan betapa pentingnya praktik dan refleksi yang konsisten dalam karakter pendidikan, dan memberikan kerangka kerja bagi lembaga pendidikan lain yang ingin meningkatkan program pendidikan karakter mereka. Penelitian ini juga menekankan betapa pentingnya guru memberikan stimulus dan respon yang berkelanjutan agar model habit forming berhasil.

Kata kunci : Model Hebit Forming, Pendidikan Karakter, Madrasah Ibtidaiyah.

INTRODUCTION

In Indonesia, character education has become an important part of the education curriculum to instil moral and ethical values in students. At MI Ash Shalihin YAPIS Abepura, the application of the Habit-Forming model aims to fulfil this goal by incorporating character-building activities into students' daily lives. This model is based on the theory that reinforcement of positive behaviour and consistent practice can help students improve¹.

At MI Ash Shalihin YAPIS Abepura, the Habit-Forming model aims to foster important character traits such as discipline, responsibility, empathy, and respect. These traits are important for students' personal growth and their ability to contribute positively to society. The model's guaranteed approach ensures that it is effective. This approach includes establishing clear expectations, providing regular feedback, and encouraging people to think independently. The model ensures that students have ample opportunities to teach and internalize this principle by incorporating character-building activities into their daily routines².

¹ Zaenul Asikin, Khairun Nisa, DAN Ilham Syahrul Jiwandono, "Pengaruh Model Pembelajaran Value Clarification Technique (Vct) Berbantuan Games Terhadap Hasil Belajar Ppkn Siswa Kelas Iv Gugus 04 Kecamatan Praya," *Jurnal Ilmiah Profesi Pendidikan* 6, NO. 4 (30 Desember 2021): 711–16, [HTTPS://DOI.ORG/10.29303/JIPP.V6I4.305](https://doi.org/10.29303/JIPP.V6I4.305); Fatmah Kamaruddin, Halifah Pagarra, DAN Nurhayati B. Nurhayati B, "Efektivitas Model Project Based Learning (Pjbl) Terhadap Hasil Belajar Biologi Peserta Didik Kelas X Sma Negeri 4 Pinrang Materi Perubahan Lingkungan DAN Upaya Mengatasinya," *Biology Teaching AND Learning* 3, NO. 2 (6 Juni 2021), [HTTPS://DOI.ORG/10.35580/BTL.V3I2.19168](https://doi.org/10.35580/BTL.V3I2.19168); Hasmi Syahputra Harahap DAN Herawati Dongoran, "Pengaruh Model Pembelajaran DAN Self Efficacy Terhadap Kemampuan Pemecahan Masalah Siswa Pada Materi Sistem Ekskresi," *Jurnal Pembelajaran Dan Biologi Nukleus* 5, NO. 1 (30 Maret 2019): 37–49, [HTTPS://DOI.ORG/10.36987/JPBN.V5I1.1487](https://doi.org/10.36987/JPBN.V5I1.1487).

² Yunidar, "Penerapan Model Problem Based Learning Sebagai Upaya Untuk Meningkatkan Keterampilan Menulis Teks Eksposisi Di Smp 5 Palu," *Moderasi : Jurnal Studi Ilmu Pengetahuan Sosial* 4, NO. 1 (Juni 2023): 19–32, [HTTPS://DOI.ORG/10.24239/MODERASI.VOL4.ISS1.77](https://doi.org/10.24239/MODERASI.VOL4.ISS1.77); Maman Rachman DKK., "Character Exchange: Learning Model Innovations TO Strengthening Character," *Advances IN Social Science, Education AND Humanities*

In the Habit-Forming learning model, also known as “adjustment,” adjustment is an activity children do regularly and continuously in their daily lives, leading to good habits. The growth perspectives of manners, beliefs, morals, socio-emotional, and tolerance are all part of this adjustment³.

In terms of students' moral development, the Habit Forming learning model is very appropriate and correct. This is due to the fact that children will make their own habits in daily activities, such as praying before and after learning, praying for parents after praying in congregation, and reciting greetings⁴.

In addition, other factors affect students' development at school, especially moral development. These factors include parents who are so busy with their work that the children lack attention, family factors such as divorced parents or deceased fathers or mothers who lack attention, and factors in the student's association and environment, such as peers and home environment. Native children also have the same rights as other

Research 418 (Januari 2020), [HTTPS://DOI.ORG/10.2991/ASSEHR.K.200320.034](https://doi.org/10.2991/ASSEHR.K.200320.034); Muhamad Nanang Rifa'i DKK., “Metode: Membalik Kelas, Kolaboratif, Kreativitas Siswa (Moderasi) Pelajaran Ekonomi Di Sma Negeri 3 Yogyakarta,” *Jurnal Neraca* 5, NO. 2 (Desember 2021): 12–12, [HTTPS://DOI.ORG/10.31851/NERACA.V5I2.6263](https://doi.org/10.31851/NERACA.V5I2.6263); Resti Ajeng Pramestika, Heri Suwignyo, DAN Sugeng Utaya, “Model Pembelajaran Creative Problem Solving PADA Kemampuan Berpikir Kreatif DAN Hasil Belajar Tematik Siswa Sekolah Dasar,” *Jurnal Pendidikan: Teori, Penelitian, DAN Pengembangan* 5, NO. 3 (Maret 2020): 361–361, [HTTPS://DOI.ORG/10.17977/JPTPP.V5I3.13263](https://doi.org/10.17977/JPTPP.V5I3.13263); Yunidar, “Penerapan Model Problem Based Learning Sebagai Upaya Untuk Meningkatkan Keterampilan Menulis Teks Eksposisi Di Smp 5 Palu”; Elok Maulidyah DKK., “Pengaruh Model Pembelajaran Project Based Learning Terhadap Kemampuan Berpikir Kreatif Ipa Kelas Iv Sd,” *Jurnal Didika : Wahana Ilmiah Pendidikan Dasar* 6, NO. 2 (Desember 2020), [HTTPS://DOI.ORG/10.29408/DIDIKA.V6I2.2379](https://doi.org/10.29408/DIDIKA.V6I2.2379); Putri Rachmadyanti DAN Rochani Rochani, “Pengembangan Social Skill Siswa Sekolah Dasar Melalui Teknik Pembelajaran Vct (Value Clarification Technique),” *Jurnal Riset Pedagogik* 1, NO. 2 (Desember 2017), [HTTPS://DOI.ORG/10.20961/JDC.V1I2.15290](https://doi.org/10.20961/JDC.V1I2.15290); Hikmawati Hikmawati DKK., “Sosialisasi Lesson Study FOR Learning Community (Lslc) Sebagai Upaya Peningkatan Mutu Pembelajaran Ipa Di Smp Kota Mataram,” *Jurnal Pengabdian Masyarakat Sains Indonesia* 2, NO. 2 (Juni 2020), [HTTPS://DOI.ORG/10.29303/JPMSI.V2I2.44](https://doi.org/10.29303/JPMSI.V2I2.44).

³ Saparia, Ahmad Fuadi, DAN Muamar Al Qadri, “Upaya Peningkatan Kemampuan Spritual Quotient Melalui Model Pembelajaran Habit Forming (Pembiasaan) PADA PELAJARAN Akidah Akhlak DI Kelas Viii Mts Nurul Iman Telaga Jernih,” *Tut Wuri Handayani: Jurnal Keguruan DAN Ilmu Pendidikan* 1, NO. 2 (2022): 66–76, [HTTPS://DOI.ORG/10.59086/JKIP.V1I2.89](https://doi.org/10.59086/JKIP.V1I2.89); Afghani Trisna Ramadhan DAN Endah Hayuni Wulandari, “Tonarigumi’s Role As A Habit-Forming Media In Javanese Society (1942-1945),” *International Review Of Humanities Studies* 7, NO. 1 (2022), [HTTPS://DOI.ORG/10.7454/IRHS.V7I1.392](https://doi.org/10.7454/IRHS.V7I1.392); Mohammad Delwer Hossain Hawlader DKK., “The ART OF FORMING HABITS: APPLYING HABIT THEORY IN CHANGING PHYSICAL ACTIVITY BEHAVIOUR,” *Journal OF Public Health* 31, NO. 12 (2022): 2045–57, [HTTPS://DOI.ORG/10.1007/S10389-022-01766-4](https://doi.org/10.1007/S10389-022-01766-4); Fahrurrozi Fahrurrozi, Yofita Sari, DAN Siti Rohamah, “Studi Literatur: Implementasi Model Pembelajaran Habit Foarming DALAM Penguatan Kedisiplinan Siswa Kelas 5 Sekolah Dasar Selama Pembelajaran Daring,” *Edukatif: Jurnal Ilmu Pendidikan* 4, NO. 3 (2022): 3880–86, [HTTPS://DOI.ORG/10.31004/EDUKATIF.V4I3.2807](https://doi.org/10.31004/EDUKATIF.V4I3.2807); Mamik Masudatik, “Model Pendidikan Karakter DENGAN Pendekatan Pembiasaan (Habit Forming): Studi Kasus Model Pembiasaan Dengan Kegiatan Religi DI Ma Sultan Agung Kecamatan Sukolilo Kabupaten Pati,” *Quality* 10, NO. 1 (2022): 153–153, [HTTPS://DOI.ORG/10.21043/QUALITY.V10I1.12558](https://doi.org/10.21043/QUALITY.V10I1.12558).

⁴ Fitriana Fitriana DAN Faqihatuddiniyah Faqihatuddiniyah, “Mengembangkan Kemampuan Nilai Agama Dan Moral Dalam Meniru Gerakan Shalat Menggunakan Kombinasi Model Explicit Instruction Dan Habit Forming,” *Jurnal Inovasi, Kreatifitas Anak Usia Dini (Jikad)* 2, NO. 3 (2022): 50–50, [HTTPS://DOI.ORG/10.20527/JIKAD.V2I3.7003](https://doi.org/10.20527/JIKAD.V2I3.7003).

children. The right to life, growth, and designation are the basic rights that children protect⁵.

Since holistic personality habituation needs to be developed and applied consistently to form social behaviours, attitudes, and good feelings that will affect students' behaviour, elementary school is an ideal place to instil this habituation in students⁶.

Based on the background and theoretical foundations above, this study aims to provide insight into best practices and possible character education problems by uncovering the habit-forming model's implementation and outcomes at MI Ash Shalihin YAPIS Abepura. This research is important because it can provide a framework for other educational institutions that want to improve their character education programs. Given the emphasis on Habit-Forming in fostering moral and ethical development, this research also aims to support a broader discussion on character education.

RESEARCH METHODS

The research place is MI Ash Shalihin YAPIS in Abepura, Jayapura City, Papua. In this selection problem, the qualitative approach is used, and the type of research used is descriptive. Descriptive research is a type of research that is conducted to describe or clarify existing events, both natural and done by people. In addition, descriptive research attempts to divert the voice of events because of the desire to obtain accurate information

⁵ Khairunnisa Rizka, "Identifikasi Nilai-Nilai Karakter YANG Terdapat DALAM Permainan Tradisional Margala BAGI Siswa Sekolah Dasar," *Jurnal Generasi Ceria Indonesia* 1, NO. 2 (2023): 69–73, [HTTPS://DOI.ORG/10.47709/GECI.V1I2.3166](https://doi.org/10.47709/GECI.V1I2.3166); Lisnawati Suargana DAN Dinie Anggraeni Dewi, "Implementasi Nilai-Nilai Pancasila Dalam Wawasan Kebangsaan DI Era Global," *Konstruksi Sosial : Jurnal Penelitian Ilmu Sosial* 2, NO. 3 (2024): 74–79, [HTTPS://DOI.ORG/10.56393/KONSTRUKSISOSIAL.V1I9.238](https://doi.org/10.56393/KONSTRUKSISOSIAL.V1I9.238); Kosma Manurung, "Mendalami Dampak Perselisihan Orang Tua TERHADAP Kecerdasan Emosional Anak DI Keluarga Kristiani," *Manthano: Jurnal Pendidikan Kristen* 3, NO. 1 (2024): 37–48, [HTTPS://DOI.ORG/10.55967/MANTHANO.V3I1.56](https://doi.org/10.55967/MANTHANO.V3I1.56); Rifka Apriliani, Helmia Tasti Adri, DAN Syukri Indra, "Penanaman Pendidikan Karakter DAN Nilai-Nilai Budaya DI Sd Muslim Suksa Thailand," *Karimah Tauhid* 3, NO. 4 (2024): 4018–31, [HTTPS://DOI.ORG/10.30997/KARIMAHTAUHID.V3I4.12631](https://doi.org/10.30997/KARIMAHTAUHID.V3I4.12631).

⁶ Yulia Linda Hartati, "Analisis Dampak Pendidikan Karakter Terhadap Perkembangan Sosial Dan Emosional Siswa," *Jurnal Multidisiplin Indonesia* 2, NO. 7 (2023): 1502–12, [HTTPS://DOI.ORG/10.58344/JMI.V2I7.310](https://doi.org/10.58344/JMI.V2I7.310); Maulidya Shofia Maharani, Wawan Shokib Rondli, DAN Diana Ermawati, "Analisis Integrasi Nilai-Nilai Karakter DALAM Pembelajaran Ips PADA Siswa Kelas Iv Sd 3 Robayan," *Jiip - Jurnal Ilmiah Ilmu Pendidikan* 6, NO. 4 (2023): 2519–26, [HTTPS://DOI.ORG/10.54371/JIIP.V6I4.1869](https://doi.org/10.54371/JIIP.V6I4.1869); Habibi Sultan, Yunike Sulistyosari, DAN Muhammad Faisal Lutfi Amri, "Analisis Muatan Nilai-Nilai Pendidikan Karakter DALAM Buku Siswa Mata Pelajaran Ips Kelas Viii Kurikulum Merdeka Belajar," *Journal ON Education* 6, NO. 1 (2023): 580–90, [HTTPS://DOI.ORG/10.31004/JOE.V6I1.2969](https://doi.org/10.31004/JOE.V6I1.2969); Atiqah Revalina, Isnarmi Moeis, DAN Junaidi Indrawadi, "Degradasi Moral Siswa-Siswi Dalam Penerapan Nilai Pancasila Ditinjau Dari Pendidikan Kewarganegaraan Sebagai Pendidikan Karakter," *Jurnal Moral Kemasyarakatan* 8, NO. 1 (2023), [HTTPS://DOI.ORG/10.21067/JMK.V8I1.8278](https://doi.org/10.21067/JMK.V8I1.8278); Saddam Husein, Zulfardi Zulfardi, DAN Zulhan Sukri, "Edukasi Pendidikan Karakter SEBAGAI Upaya Menghindari Dekadensi Moral DI Kalangan Pelajar," *Jurnal Pengabdian Sosial* 1, NO. 5 (2024): 357–61, [HTTPS://DOI.ORG/10.59837/DJNN7S38](https://doi.org/10.59837/DJNN7S38).

in the form of pictures and words. As a result, the reviewer uses qualitative descriptive methods to achieve certain goals.

Qualitative research, based on the philosophy of postpositivism, is used to investigate topics' natural states. In this method, the researcher serves as the main tool, and the method triangulates (combines) data collection, inductive or qualitative data solving, and qualitative results. In qualitative preliminary research, data analysis techniques are used from the beginning, during, and after the field. The main purpose of data analysis in qualitative type is to gain an understanding of the material through subject assurance. To objectively understand the assurance of the implementing subject, the interest must be involved with the life of the implementing subject. 1) Presentation of data: In qualitative type, materials can be presented in concise descriptions, graphs, relationships between categories, flowcharts, etc. 2) Data reduction means summarizing and selecting important things. Focus on decisive elements and investigate patterns and themes. Therefore, the reduced material will provide a clear picture of the addition, making it easier for the reviewer to freeze the next material. 3) Concluding means that findings can explain or describe something previously abstract. After becoming clear, the results can be in the form of relationships, theories, or hypotheses.

Checking the validity of the data in the choice made by technique 1) The data validity test in qualitative research explains how researchers validate or triangulate data to determine the proper proof process. 2) Triangulation in this credibility test means that the justification of the material starts from various sources at different times. In this type, triangulation of techniques is used to check materials for equivalent roots and differences that can be found through various methods. Triangulation of sources, data collection techniques, and time is also used.

RESEARCH RESULTS AND DISCUSSION

The results showed that the Habit-Forming model at MI Ash Shalihin YAPIS Abepura significantly influenced students' character development. This model's structured approach generates character-building activities in daily routines and fosters student discipline, responsibility, and empathy. Teachers reported that implementing this model led to better behavior, increased motivation, and a greater sense of student responsibility.

A series of actions have been taken to implement the Habit-Forming model to improve student character at MI Ash Shalihin YAPIS Abepura, Jayapura City, Papua. According to the research, everyone involved, including parents, school staff, and teachers, has attended workshops to understand the purpose and advantages of this Habit-Forming model. In MI Ash Shalihin's daily lesson program, activities that support positive Habit Formation, such as honesty and responsibility, are included.

In a lesson taught by the teacher through the implementation of the *habit forming* model of learning, the teacher starts the lesson by reading or observing what material will be taught to carry out a routine habit by making a question with a question and answer session and sometimes the teacher also holds a form of a questionnaire. In an end-of-learning activity, the teacher guides students to conclude learning about the implementation of habituation by instilling the value of confidence, courage, and opinion. Teachers at this institution have received specialized training that enables them to use the Habit-Forming approach in their teaching. Students now perform daily routines such as flag ceremonies and reading time with a reward system that encourages them to participate actively. The school environment has been designed to support these habits by providing adequate resources, such as books and learning aids.

Regular meetings discussing their children's habits and suggestions to help them create habits at home also involve parents. Habit-forming activities are assessed through periodic evaluation and reflection, and reflection sessions allow teachers and students to share experiences. Extracurricular activities such as environmental clubs and sports have provided additional opportunities for habituation. Technology has been used to track and support students' habit development. To reinforce positive habits and record negative ones, constructive feedback is also very important. MI Ash Shalihin YAPIS Abepura successfully creates an environment conducive to building strong and sustainable student character by using a structured and cooperative approach.

One advantage of the habit-forming model is that it pressures consistent practice and reflection. This model encourages positive behavior and encourages students to internalize these values by giving them regular opportunities to participate in character-building activities. This method aligns with the idea that habit formation is a gradual process that requires continuous reinforcement and practice.

In addition, this research emphasizes the importance of teacher involvement in the success of the habit formation model. Teachers play an important role in providing feedback, teaching, and encouraging reflection. Their commitment to the principles of the model is essential to creating a supportive environment for character development.

Nevertheless, this study found some things that could be improved using the habit-forming model. In addition to the need for ongoing teacher training, these issues included students resisting traditional teaching approaches and the difficulty of incorporating character education into an already crowded curriculum. All parties, including school administrators, teachers, students, and parents, must work together to overcome these problems.

This model's main drawback is its reliance on a dense routine. When one concentrates on creating certain habits, they tend to get stuck in the same pattern daily. While routines can help create habits, following the same pattern too strictly can reduce creativity and stimulate thinking. People may become bored and no longer interested in things they used to enjoy. For example, someone who strives to get into the habit of exercising every morning may feel stressed if they are unable to do so at a certain time. This can lead to stress and frustration, which may cause you to avoid the activity. Adapting to changing situations or unforeseen circumstances can be hampered if you rely too much on routines.

One of the disadvantages of the habit-forming model is that it requires time and consistency. Not everyone has enough patience or desire to keep at it until it becomes a habit. According to many studies, forming a new habit usually takes between 21 and 66 days, depending on how complex the habit is. This long process can take time and effort if you expect instant results. If progress is not seen quickly, people may become discouraged and lose the will to keep trying. This can lead to the habit one is trying to form, failing, or becoming non-existent. In addition, anxiety and discomfort may arise as it is unclear how long this process will take.

One's environment greatly influences the habit-forming process. The desired habit-forming can be improved if the environment is supportive or there are many distractions. For example, a person's efforts to develop a reading habit may fail if they live in a noisy environment or do not have access to books. Social and cultural factors are also important. If people live in a place where people do not value positive habits, such

as reading or exercising, they may feel unsupported and lose the will to keep trying. This shows that an unsupportive environment can get in the way even if people want to build a habit.

Constructive feedback is essential for habit forming and learning. Without clear evaluation, people may not realize mistakes or standardization in new habits. The absence of feedback can leave people confused about the next step. For example, someone trying to reduce the amount of sugar they eat may not realize they are consuming more sugar than they thought. They may be unable to spot patterns hindering their efforts if they have no feedback from others or themselves. As a result, it is important to create a feedback system that allows people to assess their progress periodically.

Forming a human being with good morals is not something sudden. It requires a long process in stages. It requires a condition allowing an individual to behave as a figure with moral action. Therefore, it requires habituation, in which implicit modelling is used. Therefore, integrative cooperation is needed from all components in schools, families, and communities to create an environment that can habituate children's behaviour.

Habit Formation is a consistent and programmed learning model. It is consistent in fostering morals, language skills, and worship rituals (habituation: praying orderly and on time, language week, behaving, and speaking politely). It is programmed to run coaching activities routinely and periodically (habituation: planning, organizing, implementing, and evaluating activities).

Overcoming negative habits that have already been formed is one of the biggest challenges in the habit-forming model. Changing unproductive or detrimental habits, such as smoking or poor eating, is often easier than building new positive habits. Individuals trying to change bad habits may face resistance from themselves, which can lead to mental defeat. Bad habits often become part of the daily routine and can serve as a way to cope when you are experiencing stress or emotional problems. People may feel anxious or uncomfortable when trying to change these habits, which may cause them to revert to old habits. In this case, the Habit-Forming model should consider replacing bad habits with positive ones rather than simply removing them.

Not everyone reacts in the same way to the Habit-Forming model. All people have unique characteristics, drives, and learning methods. As a result, effective methods for one person may only be effective for some. This weakness shows how important

customization is in Habit Forming. Someone more interested in challenges may succeed with a more competitive approach, while someone else may have more helpful social support. The effectiveness of the Habit-Forming model may be reduced if it does not consider these individual differences. Therefore, the habit-forming method must be customized to each individual's needs and preferences.

The last drawback to note is the risk of disappointment and failure that can arise during the habit-forming process. When people set high expectations for a new habit, they may be disappointed if the expected results are not achieved at the expected time. This disappointment can reduce motivation to try again. Bad habits can also affect a person's perception of themselves. They begin to underestimate their abilities, leading to a negative cycle that is difficult to break. In situations like this, it is important to build a positive attitude towards failure and see it as part of the learning process, not as the end of the endeavor.

Although habit-forming models have a lot of potential to help people create good habits, it is important to recognize their shortcomings. The effectiveness of these models can be affected by reliance on routines, time-consuming processes, the influence of environmental factors, reduced feedback, the difficulty of eliminating bad habits, individual differences, and the risk of disappointment and failure. By recognizing these shortcomings, educators and individuals can create better approaches to help people create habits. To form positive characters and achieve their goals, a flexible, adaptive, and feedback-oriented approach will give them more opportunities.

Overall, MI Ash Shalihin YAPIS Abepura's habit-forming model shows that educational characters can improve moral and ethical development and change student behavior. This study's results provide useful insights for educators who want to implement a similar model in their institutions. The findings emphasize the importance of consistency, reflection, and teacher involvement in character education.

CONCLUSIONS

MI Ash Shalihin YAPIS Abepura's Habit Forming model has successfully improved student character. The model improved student discipline, responsibility and empathy by incorporating character-building activities into the daily routine. This research emphasizes the importance of consistent practice and reflection in character

education and provides a framework for other educational institutions that want to improve their character education programs. This research also emphasizes how important it is for teachers to provide continuous stimulus and response for the Habit-Forming model to be successful. In addition, this study found implementation issues such as consent to change and how character education can be incorporated into the current curriculum. All parties, including school administrators, teachers, students, and parents, must work together to overcome these issues. So, the Habit-Forming model is a great way to teach character because it can change student behaviour and enhance moral and ethical development. This model ensures that students have ample opportunities to teach and internalize positive values, which helps them develop personally and helps them contribute positively to society. It does this by providing a structured framework for character-building.

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