

Transforming Character Education Management through the Implementation of the Seven Habits of Great Indonesian Children Movement: A Literature Review on Strengthening School Culture Based on the Ministry of Primary and Secondary Education's National Policy

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ABSTRACT

Educational transformation in the 21st century requires educational institutions not only to focus on academic achievement but also to systematically and sustainably develop students' character. The complexity of social changes, the rapid advancement of digital technology, and shifts in life values have become significant challenges for schools in establishing a strong character-based culture. This study aims to analyze the transformation of character education management through the implementation of the Seven Habits of Great Indonesian Children Movement (Gerakan 7 Kebiasaan Anak Indonesia Hebat) as a policy initiated by the Ministry of Primary and Secondary Education to strengthen school culture. This research employs a literature review method by analyzing various scientific sources, including books, journal articles, educational regulations, and policy documents related to character education management. The findings indicate that the success of character education requires a comprehensive management approach involving continuous planning, organizing, implementation, and evaluation processes. The Seven Habits of Great Indonesian Children Movement serves as a habituation strategy that integrates religious values, discipline, responsibility, independence, social awareness, healthy lifestyle practices, and enthusiasm for learning into students' daily lives. The implementation of this movement can become an instrument for transforming school culture when supported by school principals' leadership, teachers' role modeling, family involvement, and collaboration among all educational ecosystem stakeholders. This study concludes that strengthening students' character requires a paradigm shift from program-based character education toward a school culture approach in which character values are internalized and reflected in students' daily behaviors.

INTRODUCTION

Education in the 21st century faces increasingly complex changes due to the development of digital technology, social transformation, and changes in students' lifestyles. The advancement of science and technology provides great opportunities for improving the quality of learning, but at the same time presents serious challenges to the character formation of the younger generation. Phenomena such as declining discipline, weakening social interactions, changes in communication patterns due to technology use, low physical activity, and increasing dependence on the digital world indicate that education cannot be solely oriented toward academic aspects. Education needs to be directed toward producing individuals who have a balance between intellectual competence, emotional intelligence, physical health, and character strength.

Strengthening character education has become one of the strategic issues in the modern education system because character is the foundation for students in facing the dynamics of life. Character education not only aims to provide an understanding of moral values but also to build positive habits that are reflected in daily behavior. Effective character education must be realized thru the process of internalizing values, habituating behavior, setting examples, and creating an environment that supports the development of students' character.

The formation of student character cannot only be achieved thru the transfer of moral knowledge, but requires an educational process that can internalize values into real habits and behaviors. Maghfiroh et al. (2026) explain that character education plays a role in aligning intellectual abilities with spiritual intelligence, resulting in individuals who possess a balance between knowledge, attitudes, and behaviors. Effective character education requires a process of value internalization thru the exemplary behavior of educators, the habituation of positive behaviors, and an educational environment that supports the holistic development of students' personalities. This is in line with Bararah (2021), who states that character education not only teaches the concept of right and wrong but also implements positive habits so that students can understand and practice character values in their daily speech and actions. School culture-based character education requires the cooperation of all school members so that the values of religiosity, independence, mutual assistance, nationalism, and integrity can be instilled in the lives of students.

In the perspective of educational administration, the implementation of character education requires a systematic management process. Character education is not sufficient when implemented in the form of ceremonial activities or short-term programs; it needs to be managed thru management functions that include planning, organizing, actuating, and controlling. Character education management enables schools to formulate strategies, build the commitment of school members, allocate resources, and supervise the achievement of character goals. Research on character education management shows that school culture is an important element in integrating character values thru the school's systems and daily practices.

School culture holds a strategic position because it serves as a space for the actualization of character values in the students' real lives. School is not just

a place for the transfer of knowledge, but also a social environment where students learn about discipline, responsibility, care, cooperation, and other moral values. School culture is formed thru values, norms, habits, and behaviors that are continuously practiced by all members of the school community. The results of Setiati et al. (2024) show that school culture thru habituation activities such as religious activities, discipline, literacy activities, and positive interactions can support the character formation of students.

Although various character education policies have been implemented, their execution in educational units still faces challenges. Some character education practices have not yet had an optimal impact because they are still understood as additional activities, not yet integrated with school management, and have not yet become a culture embedded in students' lives. Character education that only focuses on conveying moral concepts without continuous habituation tends to be less effective in shaping behavior. Literature reviews show that schools that successfully build student character are those that can make character values a culture thru habituation, exemplification, and environmental conditioning.

The Ministry of Primary and Secondary Education (Kemendikdasmen) developed the 7 Habits of Great Indonesian Children Movement in response to the need to strengthen students' character thru daily positive habits. This movement consists of seven main habits: waking up early, worshiping, exercising, eating healthy and nutritious food, enjoying learning, being social, and going to bed early. These seven habits indicate that character building must be carried out comprehensively by considering the spiritual, physical, intellectual, social, and emotional dimensions of the students.

The movement of the 7 Habits of Highly Effective Indonesian Children conceptually aligns with the school culture-based character education approach because both emphasize the importance of habituation. Character is not formed thru an instant process, but thru positive behaviors that are repeated until they become a culture. The habit of waking up early and going to bed early builds discipline and self-management skills; worship strengthens religious and spiritual values; exercise and healthy eating support physical health; a love for learning develops independence and curiosity; while socializing builds social awareness, empathy, and the ability to live together.

The transformation of character education management thru the implementation of the 7 Habits of Highly Effective Indonesian Children Movement requires a paradigm shift from a program-based approach to a school culture-based approach. The principal plays the role of a transformation leader who directs school policies, teachers become role models and facilitators of habituation, students become the main subjects of character change, while families and the community become part of the supporting ecosystem. Recent research shows that the involvement of the entire school community and the strengthening of organizational culture are important factors in the success of character formation in students.

Based on various studies, there is an academic need to examine how the policy of the 7 Habits of Highly Effective Indonesian Children Movement can be

integrated into the framework of character education management. This literature review has novelty in building conceptual relationships between the Kemendikdasmen policy, the functions of educational management, character habituation strategies, and the strengthening of school culture. Thus, this research is expected to provide theoretical contributions in the field of educational administration while also serving as a practical reference for schools in developing a more planned, collaborative, and sustainable character education system.

LITERATURE REVIEW

Character Education Management

Character education is a systematic process in shaping the values, attitudes, and behaviors of students thru planned school management. In the perspective of educational administration, character education is not only implemented thru classroom learning but must also be integrated into the entire school system thru management functions that include planning, organizing, actuating, and controlling. Sriwijayanti emphasizes that character education management becomes the foundation for the formation of school culture because the character values applied consistently will develop into the habits of the school community.

School Culture as a Medium for Character Education

School culture is a set of values, norms, habits, and traditions that develop within the school environment. School culture serves as a medium for character internalization because students learn not only thru formal education but also thru the example set by teachers, school rules, social interactions, and daily routines. Lestari and Ain (2022) found that school culture plays a significant role in shaping students' character, while Susilo and Ramadan (2022) showed that the implementation of character education thru school culture can be carried out thru various habituation programs supported by the involvement of teachers and parents. Thus, the school culture becomes the primary environment that allows character values to develop into real behavior.

Habituation as a Character Strengthening Strategy

Habituation is an effective strategy in character formation because it provides students with the opportunity to repeatedly engage in positive behaviors until they become habits. Indrianingrum et al. (2024) show that habituation thru religious activities, mutual cooperation, independence, and integrity can strengthen students' character. Putri et al. (2025) also found that teacher role models, school regulations, and routine school activities can enhance discipline and create a conducive learning atmosphere. Therefore, habituation becomes the main approach in the implementation of character education in schools.

The 7 Habits of Great Indonesian Children Movement

The 7 Habits of Great Indonesian Children Movement is a policy by the Ministry of Education and Culture that develops students' character thru seven habits, namely waking up early, worshipping, exercising, eating healthy and nutritious food, enjoying learning, being social, and going to bed early. These

habits are designed to develop character holistically, encompassing spiritual, intellectual, social, health, and independence aspects. Research by Hasanah and Islamiyati (2025), Sinulingga (2025), and Satriyo et al. (2026) shows that the implementation of the 7 Habits of Great Indonesian Children Movement can strengthen discipline, responsibility, mutual cooperation, religiosity, and positive culture if supported by school leadership, consistent habituation, and collaboration between schools and families.

Synthesis of Previous Research and Study Framework

Various previous studies have shown that character education is influenced by school culture, habituation, leadership, and family involvement. However, most studies still examine these aspects separately. Studies on the 7 Habits of Highly Effective Indonesian Children Movement as a strategy for transforming character education management based on school culture are still relatively limited. Therefore, this article integrates various findings to explain that the success of implementing the 7 Habits of Highly Effective Indonesian Children Movement is determined by the school's ability to transform policies into school culture thru a systematic and sustainable management process.

METHODOLOGY

This study employed a qualitative approach using a literature review method. This method was selected because the primary objective of the study was to analyze, interpret, and develop a conceptual understanding of the transformation of character education management through the implementation of the **Seven Habits Movement for Great Indonesian Children** in strengthening school culture. A literature review enables researchers to synthesize relevant theories, previous research findings, and educational policy documents to construct a comprehensive understanding of strategies for strengthening students' character development.

The literature review was conducted using an **integrative literature review** approach, which aims to collect, evaluate, compare, and integrate findings from previous studies and relevant theoretical perspectives to generate a deeper understanding of educational phenomena. This approach is particularly appropriate because the transformation of character education management is a multidimensional issue encompassing educational policy, school management, organizational culture, and the processes involved in students' character development.

The data sources consisted of a wide range of scholarly literature, including national and international journal articles, academic books, educational policy documents, and other scientific publications related to character education management, school culture, the development of positive habits, and the **Seven Habits Movement for Great Indonesian Children** policy. The literature selection primarily focused on publications issued within the last five years (2021–2026) to ensure alignment with recent educational policies and contemporary developments in education. However, several foundational theories of enduring relevance were also incorporated as conceptual references to strengthen the analysis.

The literature selection process followed a set of inclusion and exclusion criteria. The inclusion criteria comprised: (1) scholarly articles or academic sources addressing character education, educational management, school culture, and educational policy; (2) publications relevant to primary and secondary education contexts; (3) articles published in reputable scientific journals or other credible academic sources; and (4) literature discussing habituation-based approaches to students' character development. The exclusion criteria included sources that were not directly relevant to the research focus, non-academic popular articles, and publications lacking a clear methodological foundation.

Data were collected through document analysis and a systematic literature search using a range of predefined keywords, including *character education management*, *school culture*, *student character development*, *habituation in character education*, *educational policy implementation*, *manajemen pendidikan karakter* (character education management), *budaya sekolah positif* (positive school culture), and the *Seven Habits Movement for Great Indonesian Children*. The selected literature was subsequently classified according to its primary themes to facilitate the analytical process.

Data were analyzed using **content analysis**. The analytical process involved identifying key concepts, reducing and organizing information, categorizing themes, interpreting relationships among concepts, and developing a theoretical synthesis. The collected data were organized into four main areas of analysis:

1. The transformation of character education management from the perspective of educational administration.
2. The implementation of the **Seven Habits Movement for Great Indonesian Children** as a strategy for character development.
3. The role of school culture in the internalization of students' character values.
4. The conceptual relationship among character education management, habituation practices, and the strengthening of school culture.

To ensure the validity of the review, this study employed **source triangulation**, which involved comparing theoretical perspectives, findings from previous studies, and educational policy documents to achieve a comprehensive and objective understanding of the research topic. In addition, each source was critically evaluated by considering the author's credibility, methodological rigor, content relevance, and contribution to the development of the concept of character education management transformation.

The final outcome of the literature analysis is presented as a **conceptual synthesis** illustrating how the **Seven Habits Movement for Great Indonesian Children** can serve as a strategic instrument for transforming character education management. This synthesis is expected to contribute theoretically to the advancement of educational administration scholarship while offering practical recommendations for educational institutions seeking to foster a strong character-based school culture.

RESEARCH RESULT

School culture serves as a social learning environment in which students acquire and internalize values through their everyday experiences. The literature synthesis indicates that school culture plays a dominant role in shaping students' behavior. Lestari and Ain (2022), in their study *The Role of School Culture in Character Formation among Students*, found that school culture makes a substantial contribution to character development. Using a qualitative approach based on interviews, observations, and document analysis, the study demonstrated that the active involvement of teachers and parents is a critical factor in fostering students' character.

The study also identified several character-related challenges, including students' lack of responsibility toward academic tasks, low levels of discipline, and the negative influence of excessive technology use. These findings suggest that strengthening collaboration between schools and families is essential for effective character development. Consequently, the success of the **Seven Habits Movement for Great Indonesian Children** depends on the continuity between the values cultivated within the school environment and the habits reinforced at home.

The literature further highlights **habituation** as a key strategy for transforming character values into students' observable behaviors. Susilo and Ramadan (2021), in their study *Analysis of Character Education through School Culture*, reported that character education is effectively implemented through the strengthening of school culture. Their findings identified three major dimensions: school culture programs as a medium for character development, the emergence of students' positive character values, and the challenges encountered in implementing character education initiatives.

Similarly, Indrianingrum et al. (2024), in their study *Implementation of Character Education through School Culture Habituation*, demonstrated that character education can be effectively fostered through habitual school-based activities. These practices promoted religious character through worship activities, independence through self-development programs, cooperation through collaborative learning, and integrity through the **5S culture** (*Smile, Greet, Salute, Courtesy, and Politeness*). These findings reinforce the view that character cannot be developed instantly but requires the continuous repetition of positive behaviors until they become embedded within the school culture.

The literature also suggests that habituation functions as the primary mechanism through which character values become integrated into students' personalities. Maghfiroh et al. (2026) found that a positive educational environment and educators' role modeling are essential instruments in the internalization of character values. Through consistent habituation, students gradually transform from individuals with limited self-regulation into learners who demonstrate greater discipline, honesty, responsibility, and social empathy.

These findings strengthen the argument that the **Seven Habits Movement for Great Indonesian Children** should be understood as a long-term character development process rather than a short-term educational intervention. Positive habits—including practicing religious values, cultivating a love of learning,

engaging actively in the community, maintaining a healthy lifestyle, and developing balanced daily routines – serve as vehicles for internalizing character values and bridging moral knowledge with students' actual behavior.

Regarding the implementation of the **Seven Habits Movement for Great Indonesian Children**, the literature identifies the initiative as a habit-based approach to holistic student development. Satriyo et al. (2026), in their study *The Implementation of the Seven Habits Movement for Great Indonesian Children (7 KAIH) in Building a Positive School Culture*, reported an overall effectiveness rate of **81.4%**, placing the program in the **highly effective** category. The program significantly improved students' discipline, tolerance, and cooperation through the consistent practice of positive habits. However, the study also revealed that the **love of learning** dimension achieved comparatively lower outcomes than the other dimensions, primarily due to limited intrinsic motivation, excessive smartphone use, and insufficient academic support from families. These findings indicate that the success of the **Seven Habits Movement for Great Indonesian Children** requires comprehensive school management strategies that extend beyond school-based habituation to actively strengthen family engagement.

The literature synthesis further identifies school leadership as a decisive factor in the successful transformation of character-oriented school culture. Adriansyah et al. (2022) argued that visionary leaders play a pivotal role in cultivating a character-based school culture by providing strategic direction, acting as agents of change, serving as role models, and fostering positive habits throughout the school community. Likewise, Suherman et al. (2025), in their study on *The Implementation of Transformational Leadership in the Seven Habits Movement for Great Indonesian Children*, found that transformational school leadership facilitates cultural change through exemplary leadership, inspirational motivation, teacher empowerment, and systematic supervision. These findings suggest that the successful implementation of the **Seven Habits Movement for Great Indonesian Children** depends on school leaders who are capable of translating educational policies into a shared and sustainable school culture.

DISCUSSION

The literature synthesis indicates that the transformation of character education management involves a fundamental shift in how schools design, implement, and sustain students' character values. Character education should no longer be regarded as a supplementary or temporary initiative; rather, it must become an integral component of the school management system that is embedded throughout the entire educational process.

In educational practice, school success is still frequently measured primarily by students' academic achievement. However, the demands of contemporary society require students not only to possess intellectual competence but also to demonstrate self-management skills, moral integrity, social responsibility, and positive life habits. This reality underscores the need to transform character education through a more systematic and comprehensive management approach.

Sriwijayanti (2021) argues that character education encompasses a broader scope than moral education, as it extends beyond distinguishing right from wrong to cultivating habitual practices grounded in positive values. Through this process, students develop both the awareness and commitment necessary to apply these values in their daily lives. Character education management therefore serves as the foundation for developing a positive school culture, since the values embraced by members of the school community constitute the primary capital for building a strong educational organizational culture.

Accordingly, character education transformation should move away from



The **Seven Habits Movement for Great Indonesian Children** is particularly relevant because it offers a habit-based approach that enables character values to be translated into students' everyday behaviors. Habits such as waking up early, practicing religious observances, exercising regularly, consuming nutritious meals, cultivating a love of learning, participating actively in the community, and sleeping early represent forms of character education that are expressed through consistent action rather than theoretical instruction alone.

The successful implementation of the **Seven Habits Movement for Great Indonesian Children** depends largely on schools' capacity to apply sound educational management principles. Character education policies are unlikely to produce meaningful outcomes unless they are supported by a well-structured management system. Accordingly, the implementation of the movement should incorporate the four core functions of educational management: **planning, organizing, actuating (implementation), and controlling (evaluation).**

1. Planning: Integrating the Seven Habits into the School System

Planning constitutes the foundation for developing character education based on school culture. Schools should begin by conducting a needs assessment to identify students' character development priorities and then formulate implementation strategies that align with the school's context and environment. The **Seven Habits Movement for Great Indonesian Children** should be integrated into the school's vision and mission, institutional curriculum, instructional programs, student development activities, school culture, and school regulations.

Through comprehensive planning, the seven habits become more than routine activities; they become the guiding framework for character development across the school. This perspective is consistent with the understanding of school culture as a collection of shared values, norms, traditions, and practices that shape the daily experiences of the school community. Optimizing a school culture that emphasizes religious values, discipline, collaboration, and positive interpersonal relationships can significantly enhance students' motivation and learning outcomes.

2. Organizing: Strengthening the Educational Ecosystem

Character education cannot be implemented solely by classroom teachers; it requires the active collaboration of the entire educational ecosystem. School

principals, teachers, students, parents, and the broader community each have complementary roles in supporting students' character development.

School principals serve as leaders who establish the school's vision for character education, cultivate a positive school culture, and initiate organizational change. Teachers function as role models, facilitators of habituation, and mentors who guide students' behavioral development. Students are positioned as active participants rather than passive recipients, consistently practicing the seven habits until they become part of their daily routines. Families reinforce these positive habits by ensuring that the values cultivated at school continue to be practiced at home.

Lestari and Ain (2022) found that effective character development requires strong collaboration between teachers and parents. Family involvement is particularly important because character formation occurs not only within the school environment but also through everyday experiences at home. Therefore, the **Seven Habits Movement for Great Indonesian Children** should be understood as a collaborative social movement rather than merely a school-based program.

3. Actuating: Implementing the Seven Habits Movement for Great Indonesian Children

The implementation phase transforms strategic planning into concrete educational practice. At this stage, character values are reinforced through continuous habituation until they become embedded within the school's culture. The **Seven Habits Movement for Great Indonesian Children** adopts a **habituation-based approach**, recognizing that character is developed not merely through theoretical understanding but through repeated experiences and consistent practice. Within the school setting, the implementation of the seven habits includes waking up early, practicing religious observances, engaging in regular physical exercise, consuming healthy and nutritious food, cultivating a love of learning, participating actively in society, and maintaining healthy sleep habits by going to bed early.

4. Controlling: Evaluating the Seven Habits Movement for Great Indonesian Children

Evaluation involves monitoring and assessing the effectiveness of character education implementation. Its primary purpose is to determine the extent to which the seven habits have contributed to positive changes in students' attitudes and behaviors. Unlike academic assessment, which primarily measures cognitive achievement, character education evaluation emphasizes behavioral change, habitual practice, and personal growth.

Evaluation may include classroom and school behavior observations, character development journals, students' reflective activities, and collaborative assessments involving parents. The findings from these evaluations should serve as the basis for continuous program improvement, thereby enhancing the effectiveness and sustainability of the **Seven Habits Movement for Great Indonesian Children**.

A fundamental principle of character education is that character cannot be developed instantaneously but emerges through sustained habituation. Students

must experience character values in authentic situations so that these values gradually become integral components of their personalities.

Indrianingrum et al. (2024) demonstrated that character education implemented through school culture habituation can effectively foster students' character development. Regular participation in religious activities, self-development programs, collaborative learning, and the **5S culture** (*Smile, Greet, Salute, Courtesy, and Politeness*) successfully promoted religious commitment, independence, cooperation, and integrity among students. The **Seven Habits Movement for Great Indonesian Children** reflects the same principle of habituation, with each habit embodying a specific educational value:

1. **Waking Up Early:** Strengthening discipline and self-management by teaching students to manage their time effectively, appreciate routines, and prepare themselves for learning activities.
2. **Practicing Religious Observances:** Strengthening moral and spiritual development by cultivating integrity, self-control, and ethical behavior grounded in religious values.
3. **Exercising Regularly:** Strengthening personal resilience by promoting perseverance, sportsmanship, consistency, and physical well-being.
4. **Eating Healthy and Nutritious Food:** Developing healthy lifestyle awareness and encouraging students to take responsibility for their own well-being.
5. **Cultivating a Love of Learning:** Encouraging lifelong learning by fostering curiosity, independence, creativity, and critical thinking skills.
6. **Participating in the Community:** Strengthening social responsibility through empathy, cooperation, tolerance, and mutual assistance.
7. **Going to Bed Early:** Promoting balanced living by developing self-regulation, maintaining physical health, and ensuring mental readiness for daily activities.

The transformation of character education also requires school leadership capable of translating educational policies into a shared organizational culture. School principals should function not merely as administrators but as transformational leaders who inspire sustainable cultural change. Adriansyah et al. (2022) emphasized that visionary leaders play a crucial role in developing character-based school cultures by providing strategic direction, acting as change agents, mentoring school members, and serving as behavioral role models.

Similarly, Suherman et al. (2025) found that transformational leadership effectively supports the implementation of the **Seven Habits Movement for Great Indonesian Children** through principals' exemplary conduct, teacher motivation, stakeholder empowerment, and systematic supervision. Such leadership contributes significantly to establishing a positive and sustainable school culture.

Based on the synthesis of the reviewed literature, the **Seven Habits Movement for Great Indonesian Children** can be understood as a school culture-based model for transforming character education. The movement integrates multiple dimensions of holistic student development, including:

- **Spiritual development:** practicing religious observances, cultivating moral values, and strengthening ethical character.
- **Physical development:** engaging in regular exercise, maintaining healthy nutrition, and establishing adequate sleep habits.
- **Intellectual development:** fostering curiosity and a lifelong love of learning.
- **Social development:** encouraging community participation, empathy, social responsibility, and mutual cooperation.

Satriyo et al. (2026) reported that the implementation of the **Seven Habits Movement for Great Indonesian Children** achieved an effectiveness rate of 81.4%, successfully strengthening students' discipline, tolerance, and cooperative attitudes. Key factors contributing to its success included teachers' exemplary behavior and a supportive school environment. These findings demonstrate that the movement has considerable potential to serve as a comprehensive character education strategy that promotes students' holistic development across spiritual, physical, intellectual, and social dimensions.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the literature review and discussion, it can be concluded that the transformation of character education management is an important strategy for developing a school culture that is capable of fostering students' character in a sustainable manner. Character education is no longer sufficient to be implemented as an additional program or an incidental activity, but needs to be managed as an integral part of the school management system through systematic processes of planning, organizing, implementation, and evaluation.

The implementation of the **Seven Habits Movement for Great Indonesian Children**, developed by the Ministry of Primary and Secondary Education (Kemendikdasmen), represents a strategic approach to strengthening students' character through the process of habituation. The seven habits—waking up early, practicing religious observances, exercising, eating healthy and nutritious food, cultivating a love of learning, participating in society, and going to bed early—are closely related to holistic character development, encompassing spiritual, physical, intellectual, social, emotional, and self-management aspects of students.

The synthesis of previous studies indicates that the success of character education is greatly influenced by a school's ability to transform character values into school culture. Strengthening school culture can be achieved when character values are not only taught conceptually but are also consistently practiced through teachers' role modeling, school principals' leadership, the habituation of positive behaviors, and the involvement of families and the community as part of the educational ecosystem.

From the perspective of educational administration, the **Seven Habits Movement for Great Indonesian Children** can be understood as a form of school culture-based transformation of character education management. Its successful implementation depends not only on the existence of the policy itself but also on

the ability of educational institutions to translate the policy into concrete practices that are integrated into the daily lives of all members of the school community.

Therefore, this study emphasizes that the **Seven Habits Movement for Great Indonesian Children** has the potential to become an effective model for strengthening character education when managed through a collaborative, consistent, and sustainable educational management approach. The transformation of policy into school culture is the key to developing students who are healthy, intelligent, possess strong character, and are capable of facing the challenges of the twenty-first century.

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