

The Role Of Class Teachers In Forming Positive Learning Habits Of Students At SDN 1 Kayangan In The 2025/2026 Academic Year

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Abstract

This study aims to determine and describe the role of classroom teachers in shaping students' positive learning habits at SDN 1 Kayangan. A descriptive qualitative research approach was deployed. Data collection was carried out through observation, interviews, and documentation involving ten informants who were selected purposively, namely one principal, three classroom teachers of grades IV, V, and VI, and six student representatives (two students from each class). The results of the study indicate that classroom teachers at SDN 1 Kayangan play an essential role as facilitators, motivators, and role models who consistently guide students to be disciplined and active in learning. The formation of these positive learning habits is supported by creating a conducive classroom atmosphere, providing positive reinforcement, and establishing a good emotional approach. The conclusion of this study emphasizes that the strategies and active involvement of classroom teachers are key factors in fostering positive, independent, and sustainable learning habits in students.

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1. INTRODUCTION

Education plays a fundamental role in preparing the nation's next generation to excel, develop character, and be highly competitive. The key to the success of any educational system lies in the quality of the learning process and the elements involved. Teachers are the most crucial component of this educational process. According to Arsini et al. (2022), one of the absolute competency standards teachers must possess is pedagogical skills in educating and presenting educational processes that are understandable, comprehensible, and motivating students to develop positive attitudes and character. The role of teachers in the 21st century is no longer limited to being instructors or information providers, but has transformed into facilitators, learning designers, and mentors who guide students' moral and cognitive development (Syarifudin Nurdin & Adrianto, 2021).

In the context of character education at the elementary school level, the role of classroom teachers becomes increasingly vital because they act as second parents to their students. According to Batubara (2024), the role of teachers in positive modeling includes their capacity as moral and behavioral role models. Teachers must be able to demonstrate positive and consistent behavior, such as respecting others, being responsible for tasks and obligations, behaving honestly, being disciplined in managing time, and having high empathy for the differences in each student's characteristics. This teacher's exemplary behavior, as expressed by Lubis (2024), becomes a direct reflection that can be observed by students every day, thereby instilling positive values that can foster a spirit of continuous learning.

One important outcome of character education is the development of positive study habits or learning discipline in students. Rachman (2021) emphasizes that learning discipline is closely related to self-regulation, which refers to the systematic process students use to focus their thoughts, feelings, and actions toward achieving academic goals. This discipline is not innate, but rather a behavioral pattern formed through the learning process (Isti'adah, 2022; Pane, 2023). Without a consistent educator to guide and control, elementary school-aged students are vulnerable to self-regulation confusion, leading them to engage in disciplinary behavior not out of malice but due to a lack of self-control skills.

Previous studies have extensively examined the role of teachers in character education. Research conducted by Muhammad Fahmi Umammi Muslim (2025) shows that fostering student discipline at the elementary level absolutely requires teacher intervention, not only as instructors but also as educators and mentors. In line with this, Arif Prasetyo and Andi Prastowo (2023) found that the role of teachers in providing learning motivation is highly dependent on classroom management skills, where teachers must be able to act as demonstrators, classroom managers, mediators, facilitators, and evaluators. Furthermore, Siti Rukhani (2021) and Tri Herdiyanti et al. (2024) highlight that classroom management strategies combined with proportional assignments can significantly shape student independence and positive learning routines. Finally, Khairun Nisa and Rora Rizky Wandiny (2023) reinforce the view that independence and positive learning habits stem from the example of a teacher who is able to create a supportive classroom ecosystem.

Referring to the behaviorist educational psychology theory proposed by B.F. Skinner, the process of shaping human behavior is heavily influenced by environmental factors (Dalyono, 2022). Teachers act as the primary source of stimulus, determining the quality of students' responses (Slavin, 2021). If students' responses are structuredly guided through reinforcement mechanisms such as rewards, the behavior will become ingrained and become a habit (habituation). Therefore, teacher consistency in providing stimulus and reinforcement in elementary schools is a key element in fostering learning habits (Aunurrahman, 2021; Wahyudi, 2022).

Based on the results of observations and initial interviews with the SDN 1 Kayangan teacher, Mrs. Yusila Mayanti, S.Pd., it was found that students at the school demonstrated relatively excellent learning characteristics. This indication is evident from the high level of attendance, compliance in praying before learning, enthusiasm in singing the national anthem, and readiness to receive lessons. This achievement is inseparable from the direct intervention of class teachers who actively and consistently implement positive routines and motivate students. This phenomenon at SDN 1 Kayangan is a good practice (best practice) that is very relevant to be studied further to uncover the pedagogical and managerial strategies implemented by educators.

Therefore, this study aims to answer two crucial problem formulations: (1) What is the role of class teachers in forming positive learning habits of students at SDN 1 Kayangan in the 2025/2026 Academic Year? and (2) What factors influence the success of class teachers in forming positive learning habits of students? The findings of this study are expected to contribute theoretically in enriching the literature on behaviorism-based classroom management, as well as practically become a reference for other educators at the national elementary school level.

2. RESEARCH METHODS

This study employed a qualitative approach, employing a descriptive qualitative approach. The qualitative approach was chosen because the researcher aimed to holistically and in-depth understand and describe the social phenomenon concerning the role of classroom teachers in shaping positive student learning habits (Moleong, 2021). Qualitative descriptive research prioritizes the meaning of each interaction, characteristics, quality, and interrelationship of field activities in a natural way without any manipulation of variables (Nana Syaodih, 2021).

The research location was SDN 1 Kayangan, located in Kayangan District, North Lombok Regency, West Nusa Tenggara. This location was chosen based on the relevance of the issues studied to the school's learning practices, as well as the school's success in implementing a culture

of literacy and excellent discipline. The research was conducted from March to July 2026, aligned with the school's academic calendar, allowing for optimal observational data collection during teaching and learning activities.

The informants in this study were determined purposively based on the criterion of direct involvement in the formation of students' positive learning habits at SDN 1 Kayangan. The total number of informants was ten people with the following characteristics. First, one principal as the key informant, who provided data on school policies, programmes, and institutional support. Second, three classroom teachers as the main informants, namely the classroom teachers of grades IV, V, and VI, who hold a bachelor's degree in elementary school teacher education and are directly responsible for the daily learning routine of their respective classes. Third, six student representatives as supporting informants, consisting of two students from each of grades IV, V, and VI, with a balanced composition of male and female students. The student representatives were selected on the recommendation of the classroom teacher by taking into account the variation in learning characteristics, namely active, moderate, and relatively quiet students, so that the perspectives obtained were not merely those of the most prominent students. Upper-grade students were chosen because they had been exposed to the classroom teacher's habituation programme long enough and were considered able to articulate their learning experiences verbally.

The data in this study are divided into two main sources: primary and secondary data. Primary data came directly from informants through in-depth interviews with the principal, class teachers, and student representatives. Furthermore, primary data was obtained from participant observations of interactions between teachers and students during the learning process both inside and outside the classroom. Meanwhile, secondary data was obtained from school documents such as teaching modules/lesson plans (RPP), student attendance books, class regulations, and supporting activity documentation (Sanjaya, 2021).

The data collection techniques applied in this study refer to Sugiyono's (2021) methodological guidelines, including: (1) Structured and unstructured direct observation to observe class dynamics and the stimuli provided by teachers, (2) Semi-structured interviews to explore the perspectives, motivations, and challenges faced by teachers as well as students' emotional responses, and (3) Documentation to record administrative physical evidence that supports the validity of the observations. The main instrument in this qualitative research is the researcher himself (human instrument), assisted by supporting instruments in the form of an interview guide matrix, observation checklist sheets, and document inventory formats.

In greater detail, the interview guide matrix was developed from three dimensions of the research focus. The first dimension, the role of the classroom teacher, was broken down into questions concerning the teacher's role as a learning designer (the planning of methods, media, and classroom arrangement), as a motivator (the forms of reinforcement, praise, and rewards given), and as a role model (consistency of discipline and exemplary behaviour). The second dimension, the form of students' positive learning habits, covered questions about morning routines, literacy habits, punctuality, the completion of assignments, and students' initiative in learning. The third dimension, the supporting and inhibiting factors, explored school policies, the availability of facilities, teacher competence, the characteristics of students, and parental involvement at home. The emphasis of the questions was adjusted to each informant: the principal was asked mainly about policy and institutional support, the classroom teachers about strategies and field constraints, and the students about their perceptions of and emotional responses to the treatment given by the teacher.

Meanwhile, the observation checklist sheet contained indicators derived from the same dimensions, namely: (1) the opening routine of the lesson, covering praying, singing the national anthem, positive affirmations, and attendance checking; (2) the teacher's strategy during the learning process, covering the use of learning media, the application of game-based and cooperative methods, and the variation of learning locations; (3) the form and frequency of the reinforcement given by the teacher, covering verbal praise, gestures and facial expressions, and

the awarding of achievement star stickers; (4) the exemplary behaviour of the teacher, covering punctuality, appearance, manner of speaking, and consistency in enforcing the class agreement; (5) students' learning behaviour, covering attendance, participation in discussions, the willingness to ask and answer questions, the completion of assignments, and independent reading in the Reading Corner; and (6) the physical condition of the classroom environment that supports habituation. Each indicator was not merely recorded in the form of check marks, but was also described in field notes accompanied by information on the time, place, and context of the event, so that the data obtained remained qualitatively rich and could be traced back during the analysis stage.

For data analysis, this study used the interactive analysis model from Miles and Huberman (Sugiyono, 2021). This process includes three main streams of activities that occur simultaneously: (1) Data Reduction, namely selecting, simplifying, and focusing interview transcripts and field notes into core themes related to the role of teachers and supporting factors; (2) Data Presentation (Data Display), namely compiling qualitative data in the form of narrative text or relational matrix to facilitate understanding of the construction of phenomena; and (3) Conclusion Drawing and Verification, namely seeking the philosophical meaning of field findings and matching them with existing theories.

To ensure the validity and reliability of the findings, the researchers implemented rigorous data credibility tests. These tests included triangulation (sources, techniques, and time) to compare information from the principal, teachers, and students across multiple methods at different points in time. Furthermore, the researchers conducted member checks to verify draft transcripts of the findings with key informants, extended observation periods (prolonged engagement) to allow the researchers to adapt to the subjects' culture, and persistent observation to prevent missing important details (Moleong, 2021).

3. RESULTS AND DISCUSSION

Research result

A comprehensive data collection at SDN 1 Kayangan during the research period revealed a series of significant findings regarding how positive character traits are internalized in students through the hands of educators. These findings are categorized into two main dimensions: the Role of the Classroom Teacher and Factors Influencing Success.

1. The Role of Class Teachers in Forming Positive Learning Habits

Based on the results of data triangulation from participant observation and interviews, class teachers at SDN 1 Kayangan consistently carry out trichotomous roles: as teachers (learning designers), educators (role models), and motivators.

As the spearhead designers and implementers of learning, teachers at SDN 1 Kayangan have abandoned the conventional one-way teaching pattern (teacher-centered) and transformed towards learning that focuses on student independence (student-centered learning). Field facts show that teachers use game-based learning methods and cooperative methods (group discussions) in a structured manner. In addition, teachers expertly utilize educational technology tools such as projectors to display videos and visual materials to attract students' attention. In terms of habit management, teachers require a literacy program, namely a routine of independent reading in the "Reading Corner" for 15 minutes every morning before formal lessons begin.

This was confirmed directly by the Principal of SDN 1 Kayangan through the results of the interview:

"Classroom teachers are the spearhead. Their role is crucial as role models, motivators, and creative learning designers in the classroom. Our teachers have implemented this very well through student-centered learning, the creation of reading corners in each classroom, and the implementation of an educational reward system."
(Interview with Principal)

Furthermore, in their role as motivators and moral guides, teachers always begin the day with a spiritual routine (prayer) and positive affirmations (singing the national anthem and encouraging slogans). Whenever a student demonstrates even the slightest progress or positive behavior—such as asking questions, answering quizzes, or arriving on time—teachers immediately provide positive reinforcement. These rewards range from verbal praise in front of the class ("Good!", "Great!") to awarding achievement star stickers to individual achievement boards.

Mrs. Siti Rahmawati, S.Pd., one of the class teachers, explained the strategy she implemented: *"The steps we take include introducing literacy habits 15 minutes before class starts, creating a class agreement, and providing direct appreciation in the form of praise or achievement stars for every student who demonstrates good learning behavior. We also use game-based learning methods and group work (cooperative) to create a fun learning atmosphere, as well as daily routines such as prayer and positive affirmations in the morning. If there are bored students, I change the learning method outside the classroom (outdoor learning)." (Class Teacher Interview)*

The implementation of this strategy had a profound emotional resonance for the students. Interviews with representatives of fourth, fifth, and sixth grade students revealed that they felt highly valued and enthusiastic. One student's statement sums up this psychological impact:

"Yes, I like studying, especially when it involves games and group work in class. The teachers often give fun quizzes, play videos on the projector, and give us star stickers if we can answer correctly. I feel very happy and want to study even harder when I'm praised." (Student Interview)

Additionally, for students with an innate introverted or shy nature, teachers employ personal coaching/mentoring. The teacher will approach the student's desk, lower his or her tone, and provide one-on-one guidance until the student feels psychologically safe to participate.

2. Factors that Influence the Success of Forming Study Habits

Building positive habits is a systemic effort involving various elements. At SDN 1 Kayangan, this success is supported by strong institutional interventions. A key supporting factor is the commitment of school leadership (policy management). The principal implemented the School Literacy Movement (GLS) program, the Clean and Character-Based Saturday program, and allocated School Operational Assistance (BOS) funds for the procurement of digital projectors and renovation of classroom libraries.

"The main supporting factors are strong teacher commitment, competency training, and the provision of facilities. We have a School Literacy Movement (GLS) program and utilize BOS funds to equip digital learning media such as classroom projectors and new reading books. We also design the school environment to be as conducive as possible with an open reading garden and educational corridors." (Interview with Principal)

These well-organized facilities create a triggering environment that makes it easier for teachers to implement their lesson plans. Teachers report that classrooms with aesthetically pleasing reading corners, complete visual media, and a noise-free environment drastically improve student focus.

However, this process is not without obstacles. Based on field findings, two dominant obstacles emerged: first, variations in students' initial character and temperament (an internal obstacle); second, a misalignment of parental disciplinary control while the child is at home (an external obstacle). To address these obstacles, the school and the committee agreed to formulate a tactical step in the form of a "Parenting Talk" program. The goal of this parent-teacher discussion program is to educate parents to adopt the same positive reinforcement standards as teachers at school, so that the chain of learning habits in children is not broken after they return home from school.

Discussion

Based on the research findings, the findings at SDN 1 Kayangan align with recent scientific studies on educational management and behaviorism theory. The presence of classroom teachers has been shown to restructure not only cognitive aspects but also foster sustainable internalized habits (Djamarah, 2021; Mulyasa, 2021).

From the perspective of behaviorism theory pioneered by B.F. Skinner, the learning process is seen as the formation of associations between stimuli and responses that are reinforced through consequences (Slavin, 2021). The role of teachers at SDN 1 Kayangan represents an authentic application of the concept of *operant conditioning*. As environmental designers, teachers don't let the class simply flow. They proactively and deliberately design stimulating activities such as 15-minute reading sessions, projector media displays, interactive quizzes, and outdoor learning sessions. This varied and non-monotonous series of stimuli, as emphasized by Uno (2021) and Dimyati & Mudjiono (2021), is crucial for preventing mental fatigue in children and stimulating their natural curiosity.

Once a student's learning response emerges, the teacher plays a crucial role as both a "motivator" and a "reinforcer." Research findings show that teachers immediately respond to students' good behavior through praise, smiles, affirmations, and concrete rewards in the form of star stickers. These pedagogical actions are the foundation of positive reinforcement as described by Sadirman (2021) and Rifa'i & Anni (2021). When an action, no matter how small, is followed by pleasant appreciation (a positive consequence), the child's probability of repeating that act of discipline and academic courage in the future increases sharply. This is the essence of transitioning incidental behavior into a positive outcome, *positive study habits* that are stable and independent (Syah, 2022; Djaali, 2021).

Furthermore, referring to the habituation mechanism, the process at SDN 1 Kayangan utilizes the principle of repetition. Hamalik (2021) states that habits are simply behaviors that have been conditioned repeatedly to become automatic. Morning spiritual rituals, class agreements that are enforced without compromise but without violence, and reading activities in the reading corner gradually shape internal awareness. Empirical evidence is seen in students who ultimately take the initiative to read books without being asked (self-regulated learning) (Slameto, 2021; Pane, 2023).

Furthermore, findings on the synergy of the school education ecosystem highlight the importance of managerial collaboration. Wahyudi (2022) and Sanjaya (2021) emphasized that the effectiveness of teachers' pedagogical competence will be reduced without the support of infrastructure and leadership vision. At SDN 1 Kayangan, the availability of technology facilities, a reading corner, and an educational environment overseen by the principal's management create a perfect enabling condition. Meanwhile, efforts to address the disparity in learning control between school and home through the "Parenting Talk" initiative are a smart curative step. As found by Yeliza Mutiara et al. (2024), the continuity of children's character requires a strong communication bridge between the school and family institutions to prevent value bias.

4. CONCLUSION AND SUGGESTIONS

Conclusion

Based on the results of the analysis of observation data, in-depth interviews, and theoretical studies, several main conclusions can be drawn regarding the essence of this research:

1. Class teachers at SDN 1 Kayangan in the 2025/2026 academic year have carried out their instrumental role optimally, as shown by a number of indicators observed in the field. They have transformed into *environmental designers* (creative learning planners), cognitive stimulators, and *role model/moral* imitators (exemplary behavior). Strategies such as routine literacy habits, cooperative and game-based learning, and out-of-class approaches are highly measurable stimulus orchestrations. Utilizing a positive reinforcement system through verbal praise and *reward* Symbolic (achievement star stickers) was followed by the emergence of enthusiastic, participatory, disciplined, and independent student learning habits. This

assessment is based on concrete evidence in the field, namely the 15-minute literacy routine in the Reading Corner that was carried out consistently every school day during the research period, the enforcement of a class agreement that was jointly formulated in each of the classes observed, the recording of verbal praise and achievement stars on the students' individual achievement boards, the high level of student attendance and compliance with the morning routine of praying and singing the national anthem, and the emergence of students' initiative to read independently without being asked. These indicators were found consistently across the three data sources (principal, classroom teachers, and students) and the three data collection techniques (observation, interviews, and documentation) through triangulation, so that the assessment does not rest on the researcher's impression alone. Since this study is qualitative and descriptive in nature, this statement describes the quality of the process observed at SDN 1 Kayangan and is not a claim of statistically tested effectiveness.

2. The successful implementation of this character-building learning program is the result of a collaboration of various factors. Internally, this success is strongly supported by the structural support of the principal's policies, including the provision of digital facilities, the establishment of an aesthetically pleasing Reading Corner, and the activation of the School Literacy Movement (GLS). Meanwhile, the school has tactically addressed external obstacles, such as inconsistent supervision of children's learning at home, through the implementation of the *Parenting Talk program* in order to strengthen the commitment between educational institutions and parents.

Suggestion

As an implication of the above conclusion, the researcher puts forward several theoretical and practical recommendations:

1. **For Educators (Teachers):** It is hoped that teachers can proactively update their portfolio of awards/reward to avoid appreciation inflation, which can lead to student burnout (extinction). In addition, mentoring with techniques and *coaching* (personal approach) needs to be further intensified for students with special needs or those who have innate self-confidence barriers.
2. **On behalf of the school (Principal):** Institutional commitment should be manifested in family-based academic monitoring routines, such as organizing *Focus Group Discussions* (FGD) periodically between teachers to share best practices of innovative classroom management.
3. **For Advanced Researchers:** This academic discourse can be further expanded using a quantitative explanatory research model to test how large the margin of significance of the correlation between the frequency of giving achievement stickers and fluctuations in cumulative academic scores (report cards) is in elementary school students.

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