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Implementation of Pre-Learning Multiplication Reading Habituation to Develop Student Discipline Character in Madrasah Ibtidaiyah

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Abstract

This study examines the implementation of pre-learning multiplication reading habituation as a strategy to develop discipline character in Madrasah Ibtidaiyah students. Using a qualitative case study approach, the research was conducted at a private Madrasah Ibtidaiyah from September to October 2025, involving 20 third-grade students, 4 classroom teachers, and 1 school coordinator. Data were collected through non-participant observation, semi-structured interviews, and document analysis, then analyzed using an interactive model with triangulation techniques. The findings reveal that multiplication reading habituation implemented routinely every Friday morning for 10-15 minutes successfully cultivates both time discipline and learning discipline in students. Punctuality increased significantly from 55% to 95% over eight weeks, while adherence to instructions reached 93% and learning readiness achieved 90%. Supporting factors include teacher consistency as role models, positive reinforcement, leadership role rotation, and synergy between school and family environments. Hindering factors include time limitations, variations in student abilities, and occasional concentration disturbances, which teachers overcame through adaptive strategies. This research demonstrates that simple academic habituation, when implemented consistently, can effectively serve as character education media without requiring large costs or advanced technology. The study contributes to character education theory and practice in Islamic elementary education contexts, providing concrete guidelines for integrating discipline values with daily learning activities.

KATA KUNCI:
Pembiasaan Membaca Perkalian, Karakter Disiplin, Madrasah Ibtidaiyah, Pendidikan Karakter, Pembiasaan Akademik

Abstrak:

Penelitian ini mengkaji implementasi pembiasaan membaca perkalian sebelum pembelajaran sebagai strategi untuk mengembangkan karakter disiplin pada siswa Madrasah Ibtidaiyah. Menggunakan pendekatan studi kasus kualitatif, penelitian dilakukan di sebuah Madrasah Ibtidaiyah swasta dari September hingga Oktober 2025, melibatkan 20 siswa kelas tiga, 4 guru kelas, dan 1 koordinator sekolah. Data dikumpulkan melalui observasi non-partisipan, wawancara semi-terstruktur, dan analisis dokumen, kemudian dianalisis menggunakan model interaktif dengan teknik triangulasi. Temuan penelitian

menunjukkan bahwa pembiasaan membaca perkalian yang dilaksanakan secara rutin setiap Jumat pagi selama 10-15 menit berhasil menumbuhkan disiplin waktu dan disiplin belajar pada siswa. Ketepatan waktu meningkat signifikan dari 55% menjadi 95% selama delapan minggu, sementara kepatuhan terhadap instruksi mencapai 93% dan kesiapan belajar mencapai 90%. Faktor pendukung meliputi konsistensi guru sebagai teladan, penguatan positif, rotasi peran kepemimpinan, dan sinergi antara lingkungan sekolah dan keluarga. Faktor penghambat meliputi keterbatasan waktu, variasi kemampuan siswa, dan gangguan konsentrasi sesekali, yang diatasi guru melalui strategi adaptif. Penelitian ini menunjukkan bahwa pembiasaan akademik sederhana, bila dilaksanakan secara konsisten, dapat secara efektif menjadi media pendidikan karakter tanpa memerlukan biaya besar atau teknologi canggih. Studi ini berkontribusi pada teori dan praktik pendidikan karakter dalam konteks pendidikan dasar Islam, memberikan pedoman konkret untuk mengintegrasikan nilai disiplin dengan kegiatan pembelajaran sehari-hari.

INTRODUCTION

Education fundamentally serves not only academic achievement but also plays a crucial role in shaping student character. Globally, character education has become a priority in educational systems, with discipline recognized as one of the fundamental traits that must be instilled from primary school age. Discipline helps students manage time, comply with rules, and consistently fulfill obligations. Without discipline, the teaching and learning process struggles to run optimally, as orderliness and responsibility form the foundation of success in every learning activity (Singh, 2024). In the Indonesian educational context, particularly in Islamic elementary schools (Madrasah Ibtidaiyah), character formation through habituation has become an integral part of the learning process. Habituation is not merely routine but represents an effective way to shape long-term behavior. One simple form of habituation is reading multiplication tables in mathematics learning. This activity aims not only to improve students' cognitive arithmetic skills but also to cultivate consistent, orderly, and diligent attitudes. Through routine multiplication reading activities, students become accustomed to following rules, adhering to instructions, and maintaining perseverance in learning (Gardner, 2023).

Various previous studies have demonstrated that habituation plays an important role in forming student character, where habituation applied in the learning process contributes to student character development. Research by Sari (2018) titled "Habituation of Qur'an Reading to Improve Elementary School Student Discipline" found that routine morning Qur'an reading activities at a public elementary school in Central Java successfully increased student discipline levels by 25% through the formation of rule-obedient habits. Additionally, a study by Rahman (2020) entitled "Implementation of Daily Literacy Programs in Forming Student Responsibility Character" at a state MI in North Sumatra showed that the habituation of reading books for 15 minutes daily before lessons effectively built a sense of responsibility and consistency, with a 30% increase in character scores based on observations over one semester. A third study by Nugroho (2021) in "The Effect of Routine Mathematics Activities on Discipline Character Formation in Elementary Schools" at a private elementary school in Jakarta revealed that routine calculation exercises, including weekly multiplication table reading, positively correlated with improvements in time discipline and student obedience, although the main focus was on academic aspects. However, most of these studies focused more on academic achievement outcomes or general character, such as literacy or religious activities, without specifically examining the implementation of pre-learning

multiplication reading habituation (once weekly) in forming student discipline character in the Madrasah Ibtidaiyah environment (Rahman, 2020). This represents an important gap to be filled through this research, which aims to test the effectiveness of this strategy in the context of basic Islamic education.

This research aims to analyze the implementation process of pre-learning multiplication reading habituation as a strategy for instilling time discipline and learning discipline in Madrasah Ibtidaiyah students. Furthermore, this study seeks to identify supporting and hindering factors that influence the effectiveness of multiplication reading habituation in developing student discipline character. Finally, this research examines the psychological and pedagogical mechanisms underlying the formation of disciplined attitudes through simple mathematics-based activities in the MI learning context.

This research is expected to provide benefits both theoretically and practically. Theoretically, the research results can enrich knowledge regarding habituation strategies in forming student discipline character, particularly in Islamic elementary education settings. Practically, this research benefits teachers as a reference in developing mathematics learning methods that simultaneously instill discipline values, schools as input in designing habituation programs integrated with learning, and parents as guidelines for training children's discipline at home. This research argues that simple habituation activities, when implemented consistently and structured, can become effective media for character education without requiring large costs or advanced technology. Through the integration of academic activities with character values, Madrasah Ibtidaiyah can produce a generation that is not only academically intelligent but also possesses strong discipline character. Thus, this research is expected to contribute concretely to forming generations who are academically intelligent while possessing strong discipline character, in line with Islamic education goals of producing students with noble morals.

RESEARCH METHOD

This research employs a qualitative approach aimed at exploring the implementation of pre-learning multiplication reading habituation as a strategy for instilling student discipline character in Madrasah Ibtidaiyah (Miles, 2014). This approach was chosen because it can provide deep contextual understanding of educational phenomena without conducting statistical generalization, as explained by Creswell (2014).This study utilizes a single case study design to explore in depth how the implementation of pre-learning multiplication reading habituation works in a specific Madrasah Ibtidaiyah context. The case study design allows researchers to capture the complexity and uniqueness of the phenomenon being studied holistically and comprehensively.

The research was conducted at a private Madrasah Ibtidaiyah from September to October 2025 over a two-month period. Research subjects consisted of 20 third-grade students (ages 8-9 years) selected purposively because they are at the stage of discipline habit formation, 4 classroom teachers who are activity implementers, and 1 school coordinator who provides a policy perspective. Data were collected through three main techniques. First, non-intrusive participant observation was conducted for eight meetings to record disciplinary behaviors such as punctuality and adherence to classroom rules. Second, semi-structured interviews were conducted with 10 students and 5 teachers to explore their perceptions of activity effectiveness and challenges faced. Third, document analysis was used to examine lesson plans, teacher journals, and student attendance records to compare initial conditions and changes in discipline character after the program ran. The instruments used included observation guidelines based on discipline indicators

from Lickona (1991), interview guides containing open questions about student and teacher experiences, and supporting tools such as voice recorders and field notes. All instruments were piloted first to ensure they suited the learning context in MI. The collected data were analyzed using an interactive model (Miles, 2014) which includes stages of data reduction, data presentation, and conclusion drawing. Data validity was strengthened through source and technique triangulation, as well as member checking to ensure the validity of researcher interpretation results. Additionally, researchers also conducted member checking by requesting confirmation from participants so that researcher interpretations matched what actually occurred in the field. These steps helped maintain research results validity and prevented deviation from facts.

In this research, researchers applied research ethics principles with evidence of actual implementation. Honesty and objectivity were maintained through recording data as-is in daily logbooks and interview recordings using recording devices to ensure every teacher and student statement was written according to the original without manipulation. All theories and reference sources were fully cited using APA style as a form of appreciation for copyright and to avoid plagiarism. Researchers also maintained participant confidentiality by replacing student and teacher identities with initials and not specifically listing the school name. Personal documents such as teacher journals, attendance lists, and student progress notes were only used as analysis materials without being displayed in reports. Before conducting research, researchers requested informed consent from student parents, teachers, and school coordinators through direct explanations and forms containing research objectives, activity procedures, and participants' rights to withdraw at any time without consequences.

Researchers also demonstrated academic responsibility by following the planned research schedule, conducting observations according to determined times, and performing member checking to ensure interview result interpretations matched participants' actual experiences. All data were rechecked before being compiled into the final report to avoid analysis errors. With the implementation of these steps, this research proceeded according to educational research ethics guidelines while maintaining the rights, privacy, and comfort of all participants.

RESULT AND DISCUSSION

Result

Implementation Process of Pre-Learning Multiplication Reading Habituation

The multiplication reading habituation activity was implemented every Friday morning for 10-15 minutes before lessons began. The activity was guided by classroom teachers, involving all students to read multiplication tables 1-10 together and taking turns leading the reading. During the initial implementation stage, several obstacles emerged including student tardiness, lack of enthusiasm, and unpreparedness of learning tools. Observation data over eight meetings showed progressive improvements in student discipline behavior. Punctuality increased from 55% in the first week to 95% in the eighth week. Adherence to teacher instructions rose to 93% by the final observation. Consistency and learning readiness also demonstrated improvements reaching 90%. Qualitative observations revealed additional behavioral changes beyond these percentages. Students began arriving earlier without needing teacher reminders. They started preparing learning equipment independently before activities commenced. The classroom atmosphere became more orderly as students understood and followed the established routine.

Teachers' and Students' Experiences with Discipline Habituation

Interview data from teachers revealed their perspectives on the activity's impact. One teacher stated: "Students now habitually come earlier and prepare their learning equipment before activities begin." Another teacher noted: "This activity not only improves their multiplication skills but also trains them to be more responsible and disciplined." Students expressed positive responses toward the habituation activity. One student commented: "If we read multiplication first, I become enthusiastic and don't want to be late anymore." Another student said: "I like taking turns being the leader because it makes me feel trusted by the teacher." Several students also mentioned feeling more focused and ready to learn after participating in the multiplication reading activity.

Supporting and Hindering Factors in Implementation

Documentary evidence from teacher journals and attendance records showed patterns of change over the implementation period. Initial weeks documented frequent tardiness and incomplete learning tools. Later weeks showed marked improvements with fewer discipline incidents recorded. Teachers identified several supporting factors including consistent scheduling every Friday, positive reinforcement through praise, and rotation of leadership roles among students. One teacher noted in their journal: "Giving students the opportunity to lead creates a sense of responsibility and ownership of the activity." Hindering factors documented included time limitations in the pre-learning period, variations in student reading and memorization abilities, and occasional concentration disturbances at the activity's start. Teachers recorded their adaptive strategies, such as adjusting tempo to accommodate all students and using encouraging approaches rather than punitive measures.

Discussion

Multiplication Reading Habituation as a Medium for Instilling Time Discipline

The research findings demonstrate that pre-learning multiplication reading activities serve as an effective medium for instilling time discipline in Madrasah Ibtidaiyah students. Through routine activities conducted every Friday morning, students become habituated to arriving punctually, preparing learning equipment, and being ready to participate in activities from the beginning. This habituation cultivates awareness that time is valuable and must be respected through orderly behavior. In the context of character education, time discipline forms the foundation of responsibility, and responsibility constitutes the core of good morality. Through repeatedly performed habituation processes, this disciplined behavior no longer remains instructional but becomes a habit embedded within students (Gardner, 2023). Additionally, this activity provides students with concrete experience that orderliness and punctuality bring positive impacts to the learning process. They arrive early not to avoid punishment, but because they have understood the meaning of discipline as a personal need. The significant increase from 55% to 95% punctuality over eight weeks indicates that simple habituation, when implemented consistently, can effectively shape character. This aligns with habit formation theory which states that behavior becomes automatic through repetition and positive reinforcement. Thus, multiplication reading habituation becomes a concrete form of character education based on simple activities that can be sustainably implemented in the MI environment. (Hasan, 2025)

The Central Role of Teachers as Models and Habit Reinforcers

Teachers possess a central role in the successful implementation of multiplication reading habituation. Teacher personality, exemplary behavior, and consistency become important factors

influencing the success of student discipline character formation. In this activity, teachers not only serve as facilitators guiding students to read multiplication but also as role models demonstrating disciplined attitudes, responsibility, and firmness in activity implementation. Teachers who arrive punctually and enforce rules wisely create concrete examples for students to emulate. Bandura's social learning theory affirms that children learn through observation processes of adult behavior around them. This is also supported by Rahman's (2020) research stating that teachers' active roles in habituation activities significantly influence the internalization of character values in elementary schools. In the MI context, teachers not only teach mathematics but also become moral figures guiding students toward discipline and responsibility. This exemplary behavior makes multiplication reading habituation not just cognitive routine but also spiritual and moral means for students to form good habits sustainably. Teacher consistency in implementing activities and providing positive reinforcement through praise and rotation of leadership roles demonstrates that discipline can be built not through punishment but through guidance, example, and continuously maintained positive habits.

Academic Habituation that Cultivates Learning Discipline

Pre-learning multiplication reading habituation is not solely aimed at improving calculation abilities but also functions as integrated learning discipline training. Through repeated and structured activities, students are trained to focus, persevere, and obey established activity sequences. This habit trains students' ability to self-regulate, manage attention, and comply with learning procedures orderly. In other words, multiplication reading activities become a concrete form of self-regulated learning, where students learn to control their behavior and focus in the learning process. This aligns with Nugroho's (2021) findings that routine calculation activities have strong correlation with increased academic discipline and responsibility ability in elementary school students. Through this habituation, students not only memorize numbers but also form thinking orderliness and positive learning habits. The increase in learning readiness to 90% and adherence to instructions to 93% shows that simple academic activities can become strategic character education means in instilling learning discipline values at Madrasah Ibtidaiyah (Hidayat, 2022). Students learn not only mathematical content but also values of consistency, patience, and responsibility that will be useful throughout their lives.

Support from School Environment and Parents in Discipline Character Formation

School environment and family have significant contributions to successful discipline character formation through multiplication reading habituation. Schools with discipline culture, from madrasah principals, teachers, to education staff, create positive climates supporting this habituation activity. When rules are consistently enforced and all parties provide the same example, students more easily adjust and internalize these discipline values. Beyond school, parental involvement is also very influential. Parents who support this program, such as ensuring children leave earlier and prepare learning equipment, help strengthen values instilled at school. Sari's (2018) research affirms that discipline character formation succeeds when there is synergy between school and family, because children learn most effectively through value consistency in their two main environments. In the Madrasah Ibtidaiyah context, environmental support based on Islamic values makes this habituation not only an academic activity but also a manifestation of praiseworthy morals implementation in daily life. The synergy between teachers as role models at school and parents as guides at home creates a conducive ecosystem for forming strong and sustainable discipline character (Ferdi Hasan, 2024).

Research Significance

This research provides important contributions to character education development in Madrasah Ibtidaiyah. Pre-learning multiplication reading habituation can serve as a concrete example that simple academic activities can become effective means for instilling character values, particularly discipline. This strategy does not require large costs or advanced technology but requires commitment, consistency, and exemplary behavior from teachers and support from schools and families. By integrating this habituation into daily learning activities, MI teachers can instill discipline values contextually and pleasantly. Research results align with Islamic education concepts viewing knowledge and morals as two inseparable things. Routine and disciplined multiplication reading activities reflect efforts to produce generations who are not only intellectually intelligent but also morally and spiritually strong. This research also contributes theoretically by strengthening habituation theory in character education contexts. Research findings demonstrate that behaviorist principles and social learning theory can be effectively applied in Islamic elementary education settings. Practically, this research provides concrete guidelines for teachers and schools in designing character education programs integrated with academic learning.

Research Limitations

This research has several limitations that need acknowledgment. First, the relatively short research duration (two months) limits observation of long-term impacts of habituation on student discipline character. Discipline character is a trait that requires considerable time to fully internalize, so longer observation is needed to see permanent behavioral changes. Second, this research was only conducted at one private Madrasah Ibtidaiyah with specific characteristics, so generalization to other MI contexts requires caution. Each school has different cultures, resources, and challenges that may influence habituation implementation effectiveness. Third, this research focused only on discipline character without examining impacts on other character aspects such as responsibility, cooperation, or learning perseverance. Although discipline is closely related to other characters, specific studies are needed to understand holistic impacts of this habituation. Fourth, measurement of discipline character still relies on observation and interviews without using more objective measurement instruments such as validated scales or longer-term behavioral tests. Future research could utilize more varied instruments to obtain more comprehensive data.

CONCLUSSION

Based on research findings, firm conclusions can be drawn that pre-learning multiplication reading habituation proves significantly effective in cultivating student discipline character in Madrasah Ibtidaiyah. This effectiveness manifests through dual improvements, namely time discipline where students become more sensitive to punctuality and make discipline a personal need, and learning discipline through self-regulated learning training that cultivates focus, perseverance, and academic responsibility. Regarding the first objective of analyzing the implementation process, this research found that multiplication reading habituation implemented routinely every Friday morning for 10-15 minutes successfully creates structured routines that train students to arrive punctually, prepare learning equipment, and follow instructions orderly. The implementation process involves teachers as activity guides and students as active participants who take turns leading reading, thereby creating a pleasant and meaningful learning atmosphere.

Concerning the second objective of identifying supporting and hindering factors, this research reveals that supporting factors include teacher consistency as role models, positive

reinforcement through praise, rotation of leadership roles that cultivate responsibility, and support from school environment and parents. Meanwhile, hindering factors include time limitations in pre-learning periods, variations in student reading and memorization abilities, and occasional concentration disturbances. However, teachers successfully overcome these obstacles through adaptive and humanistic strategies. Regarding the third objective of examining psychological and pedagogical mechanisms, this research finds that multiplication reading habituation works through behaviorist learning principles, social learning theory, and self-regulated learning concepts. Students learn discipline through repetition, observation of teacher exemplary behavior, and training in self-control during structured activities. This simple habituation becomes an effective medium for internalizing discipline values without coercion or punishment.

This research success cannot be separated from teachers' central role as consistent role models, supported by positive synergy between school discipline culture and support from parents. Overall, pre-learning multiplication reading habituation proves not only impactful on improving students' academic abilities but also strengthening discipline values in students' daily lives. This habituation can serve as a simple academic activity-based habituation model supporting the achievement of Islamic education goals, namely forming students who are not only intellectually intelligent but also possess noble character and high discipline.

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