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# Implementation of the "Seven Habits of Great Indonesian Children" Movement in the Merdeka Curriculum as a Companion to the Pancasila Student Profile Strengthening Project (P5) in Elementary Schools in Takalar Regency

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**Abstract**

*This study aims to analyze the implementation of the Seven Habits Movement of Great Indonesian Children as a companion to the Pancasila Student Profile Strengthening Project (P5) within the Merdeka Curriculum in elementary schools in Takalar Regency. This research employed a qualitative approach using a field research design. Data were collected through observation, interviews, and documentation involving school principals and fifth-grade teachers as research informants. Data analysis was conducted through data reduction, data presentation, and conclusion drawing, while data validity was ensured through source, technique, and time triangulation. The results show that the implementation of the Seven Habits Movement of Great Indonesian Children in elementary schools in Takalar Regency is carried out through three main stages: planning, implementation, and evaluation. The planning stage is conducted through coordination meetings between the principal, facilitator team, and teachers to arrange activity schedules, determine P5 project themes, and design habituation strategies integrated into intracurricular, cocurricular, and extracurricular activities. The implementation stage is carried out through routine habituation activities such as Pagi Ceria (Morning Cheerful Activities), morning*



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*exercises, and the integration of the seven habits into learning activities and P5 projects, monitored using instruments such as teacher journals, student portfolios, and assessment rubrics. The evaluation stage is conducted by analyzing habituation data to identify strengths, weaknesses, and challenges in program implementation as a basis for improvement. Supporting factors for the program implementation include national policy support, the commitment of principals and teachers, the involvement of students and parents, and the availability of school resources. Meanwhile, inhibiting factors include limited learning time, teachers' workload, the initial adaptation process to the program, and uneven parental support. Overall, the implementation of the Seven Habits Movement of Great Indonesian Children as a companion to the Pancasila Student Profile Strengthening Project in elementary schools in Takalar Regency has been well implemented and contributes to strengthening students' character in accordance with Pancasila values.*

**Keywords: Seven Habits Movement of Great Indonesian Children, Merdeka Curriculum, Pancasila Student Profile Strengthening Project (P5), character education, elementary school.**

## INTRODUCTION

Curriculum is an important component in the education system because it functions as a guideline in organizing the learning process to achieve educational goals. In the Regional Regulation of South Sulawesi Province Number 2 of 2016 concerning the Implementation of Education, the curriculum is defined as a set of plans and arrangements regarding objectives, content, learning materials, and methods used as guidelines for organizing learning activities in order to achieve specific educational goals. Thus, the curriculum plays a strategic role in determining the direction and quality of education.

In practice, the curriculum is dynamic and continuously changes in line with the development of the times. These changes are made as an adjustment to the development of science and technology, the characteristics of educational institutions, regional potential, and the increasingly diverse needs of students. An adaptive curriculum is expected to create a learning process that is relevant and contextual while preparing students to face global challenges in the digital era and the Industrial Revolution 4.0.

Curriculum changes in Indonesia are also influenced by various global situations, one of which was the COVID-19 pandemic that occurred in 2020. This condition encouraged the government to adjust curriculum policies, starting from the implementation of the 2013 Curriculum, the Emergency Curriculum, and finally the development of the Merdeka Curriculum



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launched by the Minister of Education, Culture, Research, and Technology, Nadiem Anwar Makarim, to be implemented in the 2022/2023 academic year. The Merdeka Curriculum introduces several changes in the learning process. For example, at the elementary school level, Natural Sciences (IPA) and Social Sciences (IPS), which were previously taught separately in the 2013 Curriculum, are combined into Natural and Social Sciences (IPAS) in the Merdeka Curriculum (Widyastuti, 2022).

The basic concept of *Merdeka Belajar* (Independent Learning) has been translated by the government into various educational policies aimed at creating a more contextual learning process. Kurniasih (2022) explains that the Merdeka Belajar policy includes several significant changes in the education system. First, the elimination of the National Standardized School Examination (USBN), which previously limited schools' authority in determining student graduation, and its replacement with school-based assessments conducted through various forms such as written tests, portfolios, and assignments. Second, the transformation of the National Examination (UN) into the Minimum Competency Assessment (AKM) and a character survey that evaluates students' literacy, numeracy, and character development. Third, the simplification of the Lesson Plan (RPP), which provides teachers with greater flexibility in designing learning tools by focusing on three main components: learning objectives, learning activities, and assessment. Fourth, the adjustment of the New Student Admission Policy (PPDB) based on zoning systems aimed at improving equal access to education across regions.

The implementation of the Merdeka Curriculum does not only focus on academic competencies but also emphasizes strengthening students' character based on the values of Pancasila. This effort is realized through the *Pancasila Student Profile Strengthening Project (P5)*, which is designed to develop students' character, creativity, and critical thinking skills through project-based learning.

According to Mubarak (2022, pp. 3–8), the Merdeka Curriculum is a curriculum with diverse intracurricular learning where learning content is optimized so that students have sufficient time to deepen concepts and strengthen competencies. This curriculum provides greater freedom for teachers in designing learning processes so that learning can take place more flexibly and contextually.

Furthermore, the Merdeka Curriculum emphasizes the importance of relevant and interactive learning through project activities that provide broader opportunities for students to explore various current issues, such as environmental, health, and social issues. This aims to support the development of students' character and competencies in accordance with the values



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of the Pancasila Student Profile (Jamaluddin et al., 2022, p. 5).

To further strengthen character development, the government has also launched the *Seven Habits Movement of Great Indonesian Children* as an effort to cultivate positive behavior in students' daily lives. This movement aims to build character through the consistent practice of good habits both in the school environment and in the community. Through this movement, character values such as religiosity, morality, health, intelligence, creativity, hard work, discipline, independence, and social responsibility are expected to be instilled in students from an early age.

In its implementation, the Seven Habits Movement of Great Indonesian Children can be integrated into intracurricular, cocurricular, and extracurricular learning activities as part of the school culture. These habituation practices serve as one of the efforts to support the achievement of graduate competency standards and to strengthen the implementation of the Pancasila Student Profile Strengthening Project in the Merdeka Curriculum.

Elementary schools in Takalar Regency are among the educational institutions that have implemented the Pancasila Student Profile Strengthening Project and have begun preparing for the implementation of the Seven Habits Movement of Great Indonesian Children in the 2024/2025 academic year. Based on the researcher's preliminary observations, these schools place significant emphasis on character education integrated into both learning activities and school culture. This is reinforced by preliminary interview results with the school principal, who stated that the implementation of the Seven Habits Movement of Great Indonesian Children is expected to shape students' character through various habituation activities within the school environment.

However, this perception is still limited to the views of the school management. Perspectives from teachers, students, and the community as part of the educational ecosystem have not yet been comprehensively described. Therefore, further research is needed to understand how the implementation of the Seven Habits Movement of Great Indonesian Children serves as a companion to the Pancasila Student Profile Strengthening Project within the Merdeka Curriculum in elementary schools.

Based on the description above, this study aims to analyze the implementation of the *Seven Habits Movement of Great Indonesian Children* as a companion to the *Pancasila Student Profile Strengthening Project (P5)* within the *Merdeka Curriculum* in elementary schools in Takalar Regency.



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## RESEARCH METHOD

### Research Design

This study employed a qualitative descriptive field research design. Field research was conducted by directly visiting the research site to observe and understand naturally occurring phenomena. In this study, the researcher observed and comprehensively described the implementation of the *Seven Habits Movement of Great Indonesian Children* as a companion to the *Pancasila Student Profile Strengthening Project (P5)* in elementary schools in Takalar Regency, which includes aspects of place, actors, and activities that interact with one another.

Qualitative research is a process of collecting data in natural settings with the aim of interpreting phenomena, where the researcher acts as the main instrument. The sampling of data sources is conducted through purposive and snowball techniques, data collection uses triangulation techniques, and data analysis is inductive, emphasizing meaning rather than generalization (Anggito & Setiawan, 2018). Furthermore, qualitative research produces analytical procedures that do not rely on statistical procedures or other forms of quantification (Moleong, 2017). In general, qualitative research aims to describe and explore phenomena as well as to explain them in depth (to describe and explain).

### Research Location and Focus

This study was conducted from April to June 2025 in several elementary schools in Takalar Regency. The research locations included nine schools, namely SD Bertingkat (Pembangunan), SD Centre Takalar, SD Inpres Paririsi, SD Inpres 227 Takalar II, SD Inpres 106 Takalar, SD Negeri 78 Balang, SD Inpres 189 Kanite, and SD Negeri 80 Baramamase.

The selection of these research locations was based on the consideration that the schools have implemented the Merdeka Curriculum and the *Pancasila Student Profile Strengthening Project (P5)* and have begun integrating the *Seven Habits Movement of Great Indonesian Children* into learning activities and school culture.

### Research Object and Subject

The research object refers to the main focus of the study used to obtain answers to the research problems. The object of this study is the implementation of the *Seven Habits Movement of Great Indonesian Children* as a companion to the *Pancasila Student Profile Strengthening Project* within the Merdeka Curriculum in elementary schools in Takalar Regency. The selection of this research object was based on the consideration that these schools have implemented the


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Pancasila Student Profile and the Merdeka Curriculum, allowing the researcher to examine more deeply the implementation of the Seven Habits Movement of Great Indonesian Children in strengthening students' character.

The research subjects are individuals who provide information related to the data required in the study. The subjects in this research were school principals and fifth-grade teachers who were directly involved in implementing the Seven Habits Movement of Great Indonesian Children as a companion to the Pancasila Student Profile Strengthening Project in elementary schools in Takalar Regency.

**Data Collection Techniques**

The data collection techniques used in this study included observation, interviews, and documentation :

a. Observation is a data collection technique carried out by directly observing ongoing activities, such as the learning process and students' activities at school (Pramana, 2016). In this study, the researcher used non-participant observation, in which the researcher only observed activities related to the implementation of the *Pancasila Student Profile Strengthening Project* and the *Seven Habits Movement of Great Indonesian Children* without being directly involved in those activities.
b. The interviews used in this study were unstructured interviews. Through this technique, the researcher obtained in-depth information from school principals and fifth-grade teachers regarding the planning, implementation, and evaluation processes of the *Seven Habits Movement of Great Indonesian Children* as a companion to the *Pancasila Student Profile Strengthening Project* in elementary schools in Takalar Regency.
c. Documentation is a data collection technique carried out by utilizing various documents related to the research object, both written documents and other media (Hardani et al., 2020). In this study, documentation was conducted by collecting various documents such as school profiles, school vision and mission, school activity programs, and documentation of activities related to the implementation of the *Seven Habits Movement of Great Indonesian Children*.

**Data Analysis Techniques**

Data analysis is the process of systematically processing data to obtain research conclusions. In this study, data analysis was conducted through three stages: data reduction, data


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display, and conclusion drawing :

a. Data reduction is the process of selecting, focusing, and simplifying data obtained from observations, interviews, and documentation. This process aims to facilitate the researcher in understanding the data and focusing the analysis on the implementation of the *Seven Habits Movement of Great Indonesian Children* as a companion to the *Pancasila Student Profile Strengthening Project* in elementary schools in Takalar Regency.
b. After the data are reduced, the next step is data presentation. In qualitative research, data presentation can be in the form of narrative text, tables, matrices, graphs, or charts. In this study, the data are presented in descriptive narrative form accompanied by tables to facilitate understanding of the phenomena found in the field.
c. The final stage of data analysis is drawing conclusions. Conclusions are derived from the reduced and displayed data to answer the research questions. In qualitative research, conclusions represent new findings that may take the form of descriptions or explanations of phenomena that were previously unclear but become clearer after the research is conducted (Sugiyono, 2019).

**Data Validity Checking**

To ensure data validity, this study employed triangulation techniques, including source triangulation, technique triangulation, and time triangulation :

a. Source triangulation was conducted by comparing data obtained from different sources, such as school principals and teachers, to obtain more credible data.
b. Technique triangulation was conducted by comparing data obtained through different data collection techniques, such as observation, interviews, and documentation.
c. Time triangulation was conducted by checking data at different times to ensure the consistency and accuracy of the collected data.

## RESULT

### Overview of the Research Location

This research was conducted in several elementary schools in Takalar Regency, South Sulawesi, namely SD Bertingkat Takalar, SD Centre Takalar, SD Inpres Paririsi, SD Inpres 227 Takalar II, SD Inpres 106 Takalar, SD Negeri 78 Balang, SD Inpres 189 Kanite, and SD Negeri 80 Baramamase. These schools were selected because they have implemented the Merdeka Curriculum and carried out the Pancasila Student Profile Strengthening Project (P5) as part of


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character-based learning.

In general, these schools share relatively similar characteristics. They are public schools with the number of students ranging from 130 to 372. The teaching staff in each school have at least a bachelor's degree (S1), and some have continued their education to the master's level (S2). In addition, most schools have received accreditation ranging from B to A from the National Accreditation Board for Schools/Madrasahs.

These schools play an important role in providing basic education services to the community in Takalar Regency. In addition to conducting intracurricular learning activities, the schools actively develop co-curricular and extracurricular activities oriented toward strengthening students' character. The implementation of the Seven Habits Movement of Great Indonesian Children in these schools represents a strategic effort to support character building among students and to strengthen the implementation of the Pancasila Student Profile Strengthening Project within the Merdeka Curriculum.

**Informant Profile**

The informants in this study consisted of school principals and fifth-grade teachers from several elementary schools in Takalar Regency. The selection of informants was carried out purposively by considering their direct involvement in the implementation of the *Seven Habits Movement of Great Indonesian Children* and the *Pancasila Student Profile Strengthening Project (P5)*.

The identities of the informants were kept confidential in accordance with research ethics principles. All informants provided information voluntarily without any coercion from any party. To maintain confidentiality, the data presented in this study use codes or initials so that the real identities of the respondents are not disclosed. The information obtained was used solely for academic purposes in accordance with the research protocol agreed upon between the researcher and the informants.

**Implementation of the Seven Habits Movement of Great Indonesian Children in Elementary Schools in Takalar Regency**

a. Planning of the Seven Habits Movement of Great Indonesian Children

The research findings indicate that the planning of the implementation of the *Seven Habits Movement of Great Indonesian Children* in elementary schools in Takalar Regency was carried out systematically through coordination meetings involving school principals, facilitator


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teams, and teachers. This planning process aimed to align the implementation of the movement with the *Pancasila Student Profile Strengthening Project* within the Merdeka Curriculum.

One school principal stated that the planning process began with a coordination meeting at the beginning of the academic year.

"The planning of the Seven Habits Movement of Great Indonesian Children in our school begins with a coordination meeting at the beginning of the academic year. In the meeting, we involve the school facilitator team, the vice principal, and teachers to align our understanding regarding the habituation schedule, the P5 themes to be integrated, and the implementation methods." *(Interview with the Principal of SD Bertingkat)*

In addition, teachers also received socialization regarding the integration of habituation activities into intracurricular, co-curricular, and extracurricular activities.

"After the initial meeting with the principal, we received a socialization session regarding the implementation plan of the Seven Habits Movement. In the session, the integration of activities into intracurricular, co-curricular, and extracurricular learning was explained."*(Interview with a Teacher of SD Bertingkat)*

The planning process also included the formation of a P5 facilitator team responsible for preparing project modules integrated with the *Seven Habits Movement of Great Indonesian Children*.

"In the planning stage, the school formed a P5 facilitator team responsible for preparing project modules by integrating the Seven Habits Movement." *(Interview with the Principal of SD Centre Takalar)*

Observations and documentation results indicate that the planning process includes several main steps, namely the preparation of habituation schedules, the selection of P5 themes relevant to strengthening students' character, and the development of project modules supporting the implementation of the seven habits within school activities.

b. Implementation of the Seven Habits Movement of Great Indonesian ChildreN

The implementation of the *Seven Habits Movement of Great Indonesian Children* in elementary schools in Takalar Regency is integrated with learning activities and routine school programs. One of the most prominent activities is the *Pagi Ceria* (Morning Cheerful Activities) program, which includes morning exercises, singing the national anthem *Indonesia Raya*, and collective prayers.

"In our school, the Seven Habits Movement of Great Indonesian Children is implemented


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routinely and integrated as a companion to the Pancasila Student Profile Strengthening Project (P5) in the Merdeka Curriculum. We prioritize daily activities such as *Pagi Ceria*, which include morning exercises, collective prayers, and other habituation activities." *(Interview with the Principal of SD Bertingkat Pembangunan)*

In addition to daily routine activities, the implementation of the seven habits is also integrated into classroom learning activities.

"As a fifth-grade teacher, I implement the Seven Habits Movement of Great Indonesian Children every day, integrated with the P5 project module in the Merdeka Curriculum." *(Interview with a Teacher of SD Centre Takalar)*

The implementation of this movement is also monitored directly by the school principal and the facilitator team to ensure alignment between planning and implementation.

"We use several monitoring instruments such as assessment rubrics, teacher daily journals, student portfolios, as well as observation sheets and photo/video documentation." *(Interview with the Principal of SD Inpres Paririsi.*

Observation results indicate that habituation activities such as exercising, worship, healthy eating, and cooperative activities (*gotong royong*) play an important role in supporting the development of students' character in accordance with the dimensions of the Pancasila Student Profile.

c. Evaluation of the Seven Habits Movement of Great Indonesian Children

The evaluation of the implementation of the *Seven Habits Movement of Great Indonesian Children* is conducted periodically by the school principal and the facilitator team through the analysis of various data related to students' habituation activities. The data analyzed include activity documentation, teacher journals, student portfolios, and P5 project assessment rubrics.

"We conduct evaluations systematically after monitoring the habituation activities. Together with the facilitator team, I analyze the collected data such as activity documentation, teacher journals, student portfolios, and P5 project assessment rubrics." *(Interview with the Principal of SD Bertingkat Pembangunan)*

Through this evaluation process, schools can identify both the strengths and weaknesses in the implementation of the movement.

"From the analysis, we can identify the strengths of the implementation, such as the improvement of students' discipline, as well as the weaknesses or problems that are still encountered." *(Interview with a Teacher of SD Centre Takalar).*



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Furthermore, the evaluation results are also used as the basis for follow-up improvements in the implementation of habituation activities in schools.

d. Supporting and Inhibiting Factors in the Implementation of the Seven Habits Movement of Great Indonesian Children

The research findings indicate that several factors support and hinder the implementation of the *Seven Habits Movement of Great Indonesian Children* in elementary schools in Takalar Regency.

One of the main supporting factors is the presence of national policy support as well as the flexibility of the Merdeka Curriculum, which allows the integration of habituation activities with the *Pancasila Student Profile Strengthening Project*.

"The strongest supporting factor is the national policy support through the Joint Circular Letter of 2025 and the flexibility of the Merdeka Curriculum, which allows integration with P5."*(Interview with the Principal of SD Bertingkat Pembangunan)*

In addition, the commitment of teachers and school principals, as well as students' enthusiasm for habituation activities, also play an important role in supporting the successful implementation of this program.

"What supports the program is the children's enthusiasm for enjoyable activities such as morning exercises and healthy eating education." *(Interview with a Teacher of SD Centre Takalar)*

However, the study also identified several inhibiting factors, such as limited learning time, increased teacher workload, and uneven parental support in implementing these habits at home.

"The biggest challenge is the increased workload because we have to integrate the seven habits into an already packed daily schedule." *(Interview with a Teacher of SD Inpres 227 Takalar II)*

Overall, the findings indicate that the implementation of the *Seven Habits Movement of Great Indonesian Children* in elementary schools in Takalar Regency has been carried out well and integrated with the *Pancasila Student Profile Strengthening Project*, although several challenges remain that need to be addressed through improved coordination between schools, families, and the community.



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## DISCUSSION

### Planning of the *Gerakan 7 Kebiasaan Anak Indonesia Hebat* in Elementary Schools in Takalar Regency

Planning is a crucial initial stage in the implementation of an educational program, including programs aimed at strengthening students' character. In the context of implementing the *Gerakan 7 Kebiasaan Anak Indonesia Hebat* as a companion to the *Projek Penguatan Profil Pelajar Pancasila* (P5), careful planning enables habituation activities to be carried out effectively and systematically. According to the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2022), proper planning assists school principals and facilitator teams in organizing habituation activities so that the objectives of character education can be achieved optimally.

The findings of this study indicate that the planning of the *Gerakan 7 Kebiasaan Anak Indonesia Hebat* in elementary schools in Takalar Regency was carried out through several stages. The first stage involved conducting a coordination meeting at the beginning of the academic year involving the principal, facilitator team, vice principal, and teachers. The meeting aimed to establish a shared understanding regarding the schedule of habituation activities, the themes of the P5 projects to be integrated, and the methods for implementing the movement. In addition, the meeting also served as a forum for adjusting the implementation of the movement to the school conditions and students' needs while referring to national policies such as the Joint Circular Letter of 2025.

The next stage involved the dissemination of meeting outcomes to all teachers through school work meetings. At this stage, discussions focused on integrating the *Gerakan 7 Kebiasaan Anak Indonesia Hebat* into intracurricular, cocurricular, and extracurricular activities. Forms of integration included allocating time for *Pagi Ceria* activities (morning exercise, singing the national anthem *Indonesia Raya*, and collective prayers), scheduling daily habituation of the seven habits, and determining P5 project themes that support the strengthening of students' character.

These findings are consistent with the theory proposed by Rizky Satria et al. (2022: 23), who stated that the planning function includes forecasting future needs, determining program objectives, formulating policies, designing activity programs, and establishing work schedules and procedures to be implemented. Therefore, systematic planning serves as a fundamental basis for the successful implementation of character habituation programs.

Furthermore, the school principal also determines the approach used in implementing the movement. Based on the guidelines of Kemendikbudristek (2022), there are three main


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approaches that can be applied in implementing character habituation, namely the direct (directive) approach, the indirect (non-directive) approach, and the collaborative approach. These three approaches were also applied in the implementation of the *Gerakan 7 Kebiasaan Anak Indonesia Hebat* in elementary schools in Takalar Regency.

The direct approach is implemented through direct guidance and direction to teachers in integrating habituation activities into the learning process. The indirect approach is conducted through intermediary media such as teacher performance reports that contain reflections on the habituation process that has been implemented. Meanwhile, the collaborative approach is carried out through the establishment of a school facilitator team that regularly conducts discussions and coordination regarding program implementation.

In addition to these approaches, the principal also applies various implementation techniques, such as integrating habituation activities into routine school activities, developing P5 project modules integrated with the seven habits, collaborating with extracurricular activities, monitoring through observation and documentation, and conducting joint reflections between teachers and students. This is consistent with the opinion of Nursalam and Suardi (2022: 66), who stated that facilitator teams require specific techniques to assist teachers in overcoming difficulties in implementing character habituation. In addition, Zaeni et al. (2023) also emphasized that school principals must possess technical skills in applying appropriate habituation techniques so that program implementation can run effectively.

These findings are also in line with the research conducted by Nisa (2022), which showed that planning for the *Projek Penguatan Profil Pelajar Pancasila* is conducted periodically at the beginning of each semester and disseminated to teachers so that its implementation can proceed in a structured manner. Therefore, it can be concluded that the planning of the *Gerakan 7 Kebiasaan Anak Indonesia Hebat* in elementary schools in Takalar Regency has been carried out systematically and integrated with other educational programs in the *Kurikulum Merdeka*.

**Implementation of the *Gerakan 7 Kebiasaan Anak Indonesia Hebat* in Elementary Schools in Takalar Regency**

Implementation represents the stage of executing the program plan that has been previously designed. In the context of character education, the implementation of habituation activities plays a crucial role in shaping positive behaviors and values among students. According to Kemendikbudristek (2022), the implementation of the *Gerakan 7 Kebiasaan Anak Indonesia Hebat* as a companion to the *Projek Penguatan Profil Pelajar Pancasila* must be conducted


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consistently and sustainably to produce a tangible impact on students' character development.

The findings of this study indicate that the implementation of the movement began with reviewing the P5 project modules that had been prepared by teachers and facilitator teams. The review of modules was conducted to ensure alignment between the objectives of habituation, project themes, dimensions of the Pancasila Student Profile, and monitoring instruments for the activities. This activity was conducted prior to the implementation of habituation to ensure that the program had a clear direction and aligned with the objectives of character strengthening.

This is consistent with the opinion of Rizky Satria et al. (2022: 23), who stated that reviewing learning tools includes examining the P5 project modules that contain habituation objectives, daily activities such as *Pagi Ceria*, and integration with intracurricular, cocurricular, and extracurricular activities. The purpose of this review is to ensure that habituation activities are conducted consciously, meaningfully, and enjoyably for students.

After reviewing the modules, the school principal monitors the implementation of habituation activities carried out by teachers and students. This monitoring is conducted regularly during daily activities such as *Pagi Ceria* as well as during project-based activities conducted periodically. In monitoring activities, the principal uses several instruments such as assessment rubrics, teacher journals, and student portfolios to record the development of habituation activities.

The monitoring process aims to ensure consistency between the planning described in the project modules and the actual habituation practices conducted in schools. If obstacles or discrepancies are identified during implementation, the principal provides guidance and direction to teachers through reflection sessions or evaluation meetings.

This is consistent with the opinion of Zaeni et al. (2023), who stated that monitoring habituation activities must utilize instruments that have been agreed upon by the facilitator team at the beginning of the academic year. During the observation process, observers only record activities without providing direct comments, and the results of the observation are later used as a basis for guidance and improvement for teachers after the activities have been completed.

Based on the research findings, the implementation of the *Gerakan 7 Kebiasaan Anak Indonesia Hebat* in elementary schools in Takalar Regency has generally been carried out well and integrated with learning activities in the *Kurikulum Merdeka*. Although some teachers have not fully implemented the project modules optimally, overall the habituation activities have contributed positively to strengthening students' character.



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**Evaluation of the *Gerakan 7 Kebiasaan Anak Indonesia Hebat* in Elementary Schools in Takalar Regency**

Evaluation is an important component in the process of implementing educational programs because it functions to assess the success of program implementation and identify various obstacles that arise during the activities. According to Kemendikbudristek (2022), the evaluation of the implementation of the *Gerakan 7 Kebiasaan Anak Indonesia Hebat* aims to measure the success of habituation activities in supporting the achievement of character education objectives.

The results of the study indicate that program evaluation is conducted by the principal together with the facilitator team through the analysis of habituation data obtained from various sources such as teacher journals, student portfolios, assessment rubrics, and documentation of school activities. This evaluation is conducted in a planned and systematic manner according to the program that has been previously designed.

Through this evaluation process, schools can identify both strengths and weaknesses in the implementation of the movement. The results of the analysis are then used as a basis for formulating solutions to various problems encountered during the implementation of habituation activities.

Evaluation is also conducted through joint reflection activities involving principals, teachers, and facilitator teams. During these reflection sessions, various experiences gained during the implementation of the program are discussed collectively in order to identify more effective strategies for improving the quality of students' character habituation.

Improvement efforts undertaken by schools include conducting training and technical guidance for teachers, disseminating training results to other teachers, and establishing working groups or facilitator teams that regularly discuss the implementation of character habituation programs. These activities are conducted continuously to ensure that the quality of program implementation continues to improve.

This finding is consistent with the opinion of Rizky Satria et al. (2022: 23), who stated that the success of P5 project evaluation is strongly influenced by the ability of the facilitator team to provide various sources of support required in the learning process. Therefore, the role of the principal as a facilitator is essential in supporting the success of evaluating character habituation programs.


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**Supporting and Inhibiting Factors in the Implementation of the *Gerakan 7 Kebiasaan Anak Indonesia Hebat* in Elementary Schools in Takalar Regency**

The success of implementing an educational program cannot be separated from the presence of supporting and inhibiting factors. According to Kurnia (2022), supporting factors are aspects that strengthen program implementation, while inhibiting factors are obstacles that may hinder the achievement of program objectives.

The results of the study indicate that the implementation of the *Gerakan 7 Kebiasaan Anak Indonesia Hebat* in elementary schools in Takalar Regency is supported by several main factors, including government policy support, the commitment of principals and teachers, the involvement of students and parents, and the availability of school resources and facilities. National policies such as the *Kurikulum Merdeka* and the Joint Circular Letter of 2025 provide greater flexibility for schools to integrate habituation activities with learning activities.

In addition, the competence and commitment of teachers and principals also play an important role in the success of program implementation. Schools' experiences in implementing the *Projek Penguatan Profil Pelajar Pancasila* over the past few years have become an important foundation for integrating the *Gerakan 7 Kebiasaan Anak Indonesia Hebat* into learning activities.

However, this study also identified several inhibiting factors in program implementation. These include limited instructional time, increased teacher workload, school readiness that is still in the adaptation stage to project-based learning, and uneven parental support in applying positive habits at home.

These findings are consistent with the opinion of Zaeni et al. (2023), who stated that limited time, adaptation processes to new programs, and external factors such as family support often become challenges in implementing character education programs in elementary schools.

To overcome these challenges, principals in elementary schools in Takalar Regency have undertaken several strategic efforts, including conducting training and technical guidance for teachers, socializing the program to parents and the community, and forming facilitator teams that regularly conduct discussions and reflections regarding program implementation.

Thus, it can be concluded that the supporting factors in the implementation of the *Gerakan 7 Kebiasaan Anak Indonesia Hebat* in elementary schools in Takalar Regency are more dominant than the inhibiting factors. Nevertheless, the remaining challenges need to be addressed through increased coordination between schools, families, and communities so that the goal of strengthening students' character in accordance with the values of Pancasila can be achieved optimally.



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## CONCLUSION

Based on the research findings obtained through interviews, observations, and document analysis, it can be concluded that the implementation of the Seven Habits Movement for Indonesian Children as a companion to the Strengthening Pancasila Student Profile Project (P5) within the Merdeka Curriculum in elementary schools in Takalar Regency has been carried out through three stages: planning, implementation, and evaluation.

At the planning stage, the principal, teachers, and facilitator team coordinated to develop schedules, determine P5 project themes, and design habituation strategies integrated into intracurricular, cocurricular, and extracurricular activities. At the implementation stage, the program was conducted regularly through activities such as Pagi Ceria, morning exercises, and habituation integrated into classroom learning. Meanwhile, evaluation was carried out through the analysis of teacher journals, student portfolios, assessment rubrics, and activity documentation, the results of which were used as feedback for teachers and students.

The implementation of this program is supported by national policy, the commitment of school principals and teachers, the involvement of students and parents, as well as school facilities and resources. However, several obstacles still exist, including limited instructional time, increased teacher workload, the initial adaptation process, and uneven parental support.

Overall, the implementation of the Seven Habits Movement for Indonesian Children in elementary schools in Takalar Regency has been effective and contributes to strengthening students' character in accordance with Pancasila values..

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