

Principal Management in Optimizing the Implementation of G7kaih to Realize A School Culture With Character In Paud Kindergarten Aisyiyah 1 Rancaekek Bandung Regency

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Abstract

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Early character education is crucial, especially during a child's golden age (0–6 years). Due to challenges like moral decline and negative environmental factors, Early Childhood Education (PAUD) institutions need programs that are structured and continuous. This study aims to analyze how principals manage the Seven Habits of Great Indonesian Children (G7KAIH) program using the POAC cycle (Plan- Organizing-Actuating-Controlling) to create a strong character culture within the school. The Seven Habits Program covers seven main habits: waking up early, worshipping, exercising, eating healthy food, loving to learn, interacting socially, and sleeping early. The goal is to develop highly capable individuals with strong character. We used a descriptive qualitative approach for this research at PAUD TK Aisyiyah 1 Rancaekek, which has run The Seven Habits Program since 2023. The result show that implementing The Seven Habits Program positively affects students' character, increasing their independence, discipline, and social care. The main analysis will focus on how the principal's planning, execution, evaluation, and follow-up successfully integrate The Seven Habits Program systematically and fully into the school environment

Key words Principal Management, G7KAIH, Character Education, School Culture, PAUD

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INTRODUCTION

Character education at an early age is a fundamental aspect in student development. During the golden age (0–6 years), brain development reaches 80%, making this period very important in the formation of values, habits, and morals. National policies such as Law No. 20 of 2003 and Presidential Regulation No. 87 of 2017 affirm the importance of Strengthening Character Education (PPK).

Character education is an effort to build moral and ethical values in children from an early age. The goal is for children to have good attitudes and behaviors in daily life. Early Childhood Education (PAUD) is the first foundation in the formation of students' character, because at this age behaviors and habits are formed quickly and strongly. The Government of the Republic of Indonesia places character education as a priority through national policies, such as Law Number 20 of 2003 concerning the National Education System, Permendikbud Number 146 of 2014 concerning the Early Childhood Education Curriculum, as well as the

strengthening of the Pancasila Student Profile which emphasizes religious, nationalist, independent, mutual cooperation, and integrity.

Along with the development of the increasingly modern era, the challenges in character education are also increasingly complex. Moral degradation in children is very visible from the disappearance of manners to parents, the existence of facilities to access all needs easily, resulting in children becoming individuals who do not want to compete and are always dependent. Many children are exposed to television or online video viewing that is not educational, so positive values are replaced by inappropriate behavior. For example, shows that contain elements of violence or disrespect for others. Children who access social media tend to be affected by negative content circulating. For example, bullying behavior, showing off a glaring lifestyle, or content that demeans others.

In many cases, parents are not always able to supervise children's activities properly, so children are more free to see bad content. Moreover, early childhood is very easily exposed to various influences from the environment and technology that are not always positive.

In recent years, various research and field reports have shown a clear symptom of moral degradation among students that is closely related to exposure to poor quality viewing and uncontrolled use of social media. The Komnas Child Protection Survey (2022) noted that 42% of the 1,200 cases of child rights violations involved physical or verbal violence by children against friends or teachers, often as imitations of *prank content*, *toxic games*, or video *clashes* on digital platforms. This requires PAUD institutions to have a structured and integrated character education program in all learning activities. In the midst of this reality, the Great Indonesian Children's 7 Habits Movement is present as a character-based strategic response. The 7 Great Indonesian Children's Habits Movement (G7KAIH) was launched to strengthen the habituation of positive values from an early age as an effort to produce a healthy, intelligent, and characterful generation towards a Golden Indonesia 2045.

Normatively, the policies that underlie the implementation of G7KAIH to realize a school culture with character: Government Regulation Number 55 of 2007 concerning Religious Education and Religious Education; Presidential Regulation Number 60 of 2013 concerning Holistic-Integrative Early Childhood Education ;P Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education (PPK). This Presidential Regulation emphasizes the importance of noble morals, noble ideals, wisdom, and ethics

The principal plays the role of a leader who not only organizes, but also inspires all members of the school community. (Santoso, 2018), wrote that participatory principal leadership increases teachers' motivation to implement character education programs better. The principal can optimize his management in carrying out the program with the ultimate goal of creating a better and characterful learning environment for students.

According to Sari, (2020) the principal plays a vital role in integrating character values into the curriculum, which has been proven to increase students' awareness of good behavior.

Karwati and Priansa (2013: 119-121) stated that the management of the principal is the effort of the principal in carrying out the management function of school resources in achieving educational goals.

Arikunto (2010) explained that school principal management is an activity or series of activities in the form of a business management process of cooperation between a group of people who are members of an educational organization led by the principal to achieve predetermined educational goals to be effective and efficient. Mary Parker Follet (1941) put forward management as the art of getting work done through others. This means that a manager is in charge of organizing and directing others to achieve organizational goals.

According to George Robert Terry (1940) management is a typical process consisting of planning, organizing, moving, and controlling, carried out to determine and achieve goals.

The 7 Great Indonesian Children's Habits Movement is a program that involves various good habits. This program highlights the importance of habits as a character builder. (Putri, 2019), that the holistic approach applied in learning activities is effective in shaping students' character in accordance with the values of good habits. These seven habits include waking up early, worshipping, exercising, eating healthy and nutritious, enjoying learning, socializing, and sleeping fast. (Musyarafah, 2021) The implementation of a curriculum that prioritizes character education has been proven to increase children's independence and responsibility. (Firdaus, 2022) From the evaluation of the stakes, it can be seen that a well-managed character education program by the principal results in a significant change in student attitudes. Abdul Mu'ti revealed that this movement is in line with the goals of national education as stated in the 1945 Constitution and Law Number 20 of 2003 concerning the National Education System (Sisdiknas).

School culture is defined as the atmosphere or atmosphere in the school environment, which includes norms, values, and traditions that affect the interaction between members of the school community, including teachers, students, and staff. (Aqib, 2017). School culture is a pattern of behavior and way of acting that has been formed automatically into a living part of an educational community (Ministry of National Education, 2011) The basis of behavior patterns and ways of acting is social norms, school regulations, and educational policies at the local level. Hanafi, (2021) explained that a positive school culture contributes significantly to the development of students' character, especially in terms of discipline and responsibility.

This program aims at structured habituation that includes seven main habits, namely waking up early, worshipping, exercising, eating healthy and nutritious, loving learning, socializing, and fast sleep. Effective implementation requires strong principal management, especially in the context of POAC that emphasizes continuous quality improvement.

School-based management strategies implemented by school principals are able to optimize the implementation of programs related to students' character (Rahardjo, 2020)

Although policies and programs have been rolled out nationally, the success

rate of their implementation at the PAUD level, including at Aisyiyah 1 Rancaekek Kindergarten, still requires a systematic study related to the role of principal management in optimizing the implementation of 7KAIH in order to realize a school culture with character.

Research on the role of school principal management in optimizing the implementation of educational programs, especially in the context of the 7 Great Indonesian Children's Habits movement, has been conducted by various researchers. These studies provide important insights into how principals can influence school culture and student character through effective managerial approaches.

Some studies show that good principal leadership can increase teacher and student participation in character education programs. In addition, the research also emphasizes the need to integrate character values into the curriculum and daily activities in schools.

The purpose of this study is to explore and analyze the role of school principal management in optimizing the implementation of the Movement of 7 Great Indonesian Children's Habits (G7KAIH) program at PAUD TK Aisyiyah 1 Rancaekek. By understanding the dynamics and strategies implemented by school principals, it is hoped that this research can make a significant contribution to efforts to strengthen character education among students. The research questions that are the basis of this concern include: How can school principals plan, organize, implement, and control the G7KAIH program effectively to create a school culture with character. Through this question, it is hoped that solutions and concrete steps will be found to improve the quality of character education in the PAUD environment, especially in facing the challenges of complex developmental times.

METHOD

The research uses a qualitative approach with a descriptive method to understand the phenomenon in depth related to the management of school principals in the implementation of G7KAIH. As *stated by Sugiyono (2018:9)*, qualitative research is based on the philosophy of postpositivism and places the researcher as the main instrument in collecting and analyzing data on natural object conditions, used to research on natural object conditions where the researcher is the key instrument.

This research was carried out at PAUD TK Aisyiyah 1 Rancaekek. The selection of the research location was based on the consideration that the education unit is actively implementing the G7KAIH program as part of the school's policy in strengthening character education. Thus, the research location is considered relevant to examine the management practices of school principals in optimizing the implementation of the program.

The research at Aisyiyah 1 Rancaekek Kindergarten will include data collection through direct observation, in-depth interviews with related parties, and analysis of documentation related to the principal's management innovation in optimizing the implementation of the G7KAIH program to realize a school culture with character. The data sources in this study consist of primary data and secondary data. Primary data was obtained from school principals, teachers, parents of students, and school supervisors who were directly involved in the planning,

implementation, and evaluation of the G7KAIH program. Secondary data was obtained from various school documents, such as work programs, school policies, activity reports, and other archives related to the implementation of the G7KAIH program.

Data collection is carried out through several techniques, namely observation, in-depth interviews, and documentation. Observations were carried out to directly observe the managerial practices of school principals and the implementation of the G7KAIH program in daily school activities.

In-depth interviews were used to explore the views, experiences, and perceptions of informants regarding the role of school principals in optimizing the program. Documentation is used to complement and strengthen the data from observations and interviews through the search of official school documents.

Data analysis is carried out qualitatively through the stages of data collection, data reduction, data presentation, and conclusion drawn. The analysis process was carried out simultaneously from the beginning of data collection until the end of the research. To ensure the validity of the data, this study uses the source triangulation technique by comparing data obtained from various informants and member checking techniques to ensure the suitability of the data and the researcher's interpretation with the information provided by the source.

RESULTS AND DISCUSSION

This study aims to explore the role of school principal management in optimizing the implementation of the Movement of 7 Great Indonesian Children's Habits (G7KAIH) program in realizing a school culture with character. Through a systematic approach, the results of the study show that the principal at PAUD TK Aisyiyah 1 Rancaekek plays a crucial role in four basic aspects of management: planning, organizing, implementation, and control.

First, in **Planning**, the principal has integrated the values of character education into the curriculum by including the G7KAIH program. This is in accordance with the mandate of Presidential Regulation Number 87 of 2017 concerning the Strengthening of Character Education, which emphasizes the importance of noble morals and social norms. With the help of teachers and collaboration with parents, a clear plan is drawn up to ensure the implementation of the program can be carried out effectively creating a strong foundation for students' character. The principal and teachers make a program plan that contains the activities that will be carried out, including: Cheerful morning activities; National introduction activities; Great Indonesian Children's Gymnastics Activities; Community activities, which must be carried out regularly every day before entering teaching and learning activities as usual. The principal made a list to monitor the achievement of G7KAIH activities that must be carried out at home. This is done in collaboration with parents.

Previous research by Ahmad Fadli (2020) shows that careful planning contributes to improving the quality of education, which is also abstracted by Mulyasa (2013) in the concept of education management. This shows that effective management in planning can create a strong foundation for the development of students' character.

Second, at the **Organizing**, the principal conducts effective management of human and material resources in the school environment. In accordance with Government Regulation Number 55 of 2007 concerning Religious Education and Religious Education, school principals empower teachers to teach the seven habits that are at the core of G7KAIH by getting used to the cheerful morning activities that are carried out every day. Collaborative efforts between teachers and parents are fostered, creating an important synergy in supporting the implementation of the program by assigning parents to monitor the implementation of G7KAIH at home. The program creates collaboration between teachers, students, and parents, strengthening cooperation in program implementation. This is in line with the findings of Lestari (2022) which shows that the active participation of parents in children's education has a positive effect on children's behavior.

In the **Implementation**, the G7KAIH program is carried out by emphasizing good habits, such as waking up early, worshipping, exercising, and other social activities. At school, children carry out routine activities of healthy children's gymnastics, introduce nationality, divinity and practice independence and socialize with the surrounding community. Research shows that 80% of students involved in the program experience an increase in discipline and responsibility. This proves that character education in the context of early childhood education can have a significant impact on the development of children's attitudes and behaviors, as emphasized by Abdul Mu'ti (2022).

Karwati and Priansa (2013) stated that participatory leadership in education can increase teacher motivation, thus directly influencing students' attitudes. In addition, research by Musyarafah (2021) highlights that routine and consistent activities in character education are very effective in forming good habits.

Finally, at the stage **Control**, the principal applies a thorough evaluation to measure the success of the program. The methods used include analysis of learning outcomes and feedback from students and parents. *Friends* (2021) shows that a comprehensive evaluation can improve the quality of character education in schools. The same is revealed *George Robert Terry* (1940) In the definition of management, it is explained that control is the process of determining and achieving goals. The results of the evaluation showed that there were positive changes in student behavior, which reflected the effectiveness of the strategies implemented, as well as the commitment of parents to always implement this program so that it had a direct impact on student behavior. This is in line with the findings of Hanafi (2021), who stated that a good school culture contributes significantly to the development of students' character.

Thus, it can be concluded that effective management by the principal not only optimizes the implementation of the G7KAIH program but also contributes greatly to giving birth to a school culture with character in PAUD TK Aisyiyah 1 Rancaek. This program is not only relevant to the national education goals but also in line with the expectations of the community to form a healthy, intelligent, and characterful generation.

CONCLUSION

This study highlights the important role of school principal management in optimizing the implementation of the 7 Great Indonesian Children's Habits

Movement (G7KAIH) to form a school culture with character in PAUD TK Aisyiyah 1 Rancaekek. Through a systematic approach that includes four management aspects—planning, organizing, implementing, and controlling—school principals have successfully designed and implemented programs that are integrated with national education policies.

First, at the planning stage, character values are integrated into the curriculum through the G7KAIH program, which is in line with Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education. A clear plan involves collaboration between principals, teachers, and parents, ensuring effective program implementation.

Second, in organizing, the principal manages human and material resources well, empowering teachers to teach the seven important habits of G7KAIH. Synergy between teachers and parents is essential, creating collaboration that supports the implementation of the program.

Third, the implementation of the G7KAIH program consistently shows a positive impact on students' character, including increased discipline and responsibility. Research shows that most students experience significant behavioral changes.

Finally, at the control stage, an evaluation is carried out to measure the success of the program. Comprehensive evaluation techniques help principals adjust strategies to improve the effectiveness of character education, which is evident through feedback from students and parents.

Overall, this research reflects the importance of effective management by school principals in building a school culture with character. By implementing G7KAIH optimally, it is hoped that future generations can grow into healthy, intelligent, and characterful individuals according to community expectations and national education policies

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