

Morning Assembly Contribution Towards Positive Character Formation of Students at Primary Education

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Abstract

This study aims to determine the contribution of morning assembly activities in realizing good character and noble character in students of SDN A. This study uses a qualitative method with a qualitative descriptive approach located at SDN A. The data obtained in this study through observation and questionnaire activities that have been answered by 85% of students with a total of 90% assuming positively. The subjects in this study were students of SDN A, based on the research conducted, the results obtained that routine morning assembly activities at SDN A can be used as an effective means and path to form and instill good character and character in children such as discipline, responsibility, politeness, nationalism and mutual respect for fellow students and respect for teachers and friends.

Keywords: Morning assembly, character, primary education

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Introduction

Character education is a crucial foundation for developing a quality young generation. Strong character equips students with the noble values, ethics, and morals necessary for success in various aspects of life. Therefore, character development is a top priority for educational institutions, including SDN A. Character education is a crucial foundation for building a quality young generation. Strong character equips students with noble values, ethics, and morals necessary for success in various aspects of life. Therefore, character development is a top priority for educational institutions, including at SDN A. Character education focuses not only on academic achievement but also on developing students with noble morals and good personalities. Strong and positive character is essential for shaping students who are capable of facing the challenges and dynamics of everyday life. As time progresses, the challenges faced by the younger generation are becoming more complex, especially in dealing with globalization and technological advancements.

In Indonesia, character education is confronted with significant social and cultural challenges, including stigma toward students with special needs. This can influence the extent to which character education can be effectively implemented. To address this, the morning assembly activity, which has been implemented in many schools, is one of the methods relied upon to form student character. Through the morning assembly, students are taught to be disciplined, responsible, patriotic, and to develop other positive values. This activity also provides students with opportunities to receive inspirational messages from teachers and the principal, which can increase their motivation. Therefore, this study aims to analyze the contribution of morning assembly activities in shaping the positive character of students at SDN A, as well as the factors that influence the effectiveness of these activities.

Character education focuses not only on academic achievement but also on developing students with noble morals and good personalities. Strong and positive character is essential for shaping students' personalities capable of facing the challenges and dynamics of everyday life. Therefore, educational institutions undertake various efforts to instill positive values in each student. One method implemented by many schools is through morning assembly (Winata, 2024).

Morning assembly is a routine activity carried out every morning before starting lessons at SDN A. This activity is not merely ceremonial, but has great potential in forming positive character of students. Through morning assembly, students are trained to be disciplined, responsible, have a love for the homeland, and other positive values. The goal of character education is in line with the 1945 Constitution, Article 31 (3) "the government strives for and organizes a national education system that increases faith and piety as well as noble morals in order to educate the life of the nation, which is regulated by law.

It is believed that character education itself is the most efficient way to help students reach their potential in terms of knowledge and abilities. Therefore, education is continuously updated and developed to ensure that its implementation process produces the desired generation (Rasyid et al., 2024). This study will identify the character values formed through morning assembly activities, as well as the factors that influence the effectiveness of morning assembly in shaping student character. The results of this study are expected to contribute to the development of student character building programs at SDN A and serve as a reference for other schools in implementing effective morning assembly activities.

In the era of globalization and rapid technological development, the challenges facing the younger generation are increasingly complex. Students are not only required to master science and technology but also to develop strong and positive character. Strong character will equip them to face the challenges of globalization, such as global competition, social change, and moral crises. In addition to character education, there are other components that can serve as a means of developing children's discipline, one of which is school discipline. Essentially, the implementation of school discipline aligns with the goals of education: developing disciplinary potential and producing individuals with high intellectual and noble character (Niskaromah et al., 2025).

Previous research has shown that morning assembly contributes positively to the formation of students' disciplined character, training them to be punctual, orderly, and responsible. In addition, morning assembly also provides motivation to students through inspirational messages from teachers and the principal (Romadoni et al., 2025). Other research shows that morning assembly plays an important role in forming students' disciplined character through the repetition of structured activities, such as punctuality, neat uniforms, and positive social interactions. Key supporting factors include teacher role models, consistency in implementing activities, and the integration of spiritual values in morning assembly (Sa'adah et al., 2026). The results of other studies show that morning assembly functions effectively in instilling the character of discipline, responsibility, politeness, nationalism, and mutual respect among vocational high school students. With this habituation, students become accustomed to disciplined and responsible attitudes, and show positive changes in their social behavior (Masruroh et al., 2019).

SDN A, as a formal educational institution, plays a crucial role in shaping student character. SMK PUI Jatibarang has undertaken various efforts to equip its students with positive character traits, one of which is through morning assembly. Morning assembly is a routine activity held daily before the start of classes. The purpose of this study was to identify the

character values formed through morning assembly and to analyze the factors influencing its effectiveness in character development at SDN A. Through morning assembly, students are trained to be disciplined, responsible, patriotic, and develop other positive values.

Research Method

This research method uses a qualitative case study approach. This approach was chosen because the researcher sought a deep and comprehensive understanding of the contribution of morning assembly to the development of positive character in students at SDN A. The case study allows the researcher to explore this phenomenon in a natural and complex context (Sugiyono, 2019).

The subjects of this study were students, teachers, and the principal at SDN A. This selection of subjects was based on the consideration that they have different roles and experiences related to the implementation of morning assembly and the development of student character. Data in this study will be collected through three main techniques:

Observation the researcher will conduct direct observations of the implementation of morning assembly at SDN A. These observations will focus on interactions between students and teachers during the assembly, the material presented in the speech, and students' responses to the activity.

Interviews were conducted with students, teachers, and the principal. These interviews aimed to gather information regarding their views on the contribution of morning assembly to the development of student character, the positive character values fostered through morning assembly, and the factors influencing the effectiveness of the activity.

Documentation the researcher will collect relevant documents, such as the morning assembly schedule, the material delivered during the lecture, photographs of the morning assembly activities, and other documents related to student character development at SDN A.

The collected data will be analyzed descriptively and qualitatively. The data analysis process will go through three stages.

1. Data reduction: Data collected from observations, interviews, and documentation will be summarized and selected based on their relevance to the research focus.
2. Data presentation: The reduced data will be summarized and selected based on their relevance to the research focus.
3. Conclusion drawing: Based on the data presented, the researcher will draw conclusions regarding the contribution of the morning assembly to the development of positive character in students at SDN A.

To ensure data validity, the researcher will use data triangulation techniques. Data triangulation involves comparing data obtained from various sources and data collection techniques. If there is similarity or consistency between data from various sources, the data is considered valid. This research method is expected to provide a deep and comprehensive understanding of the contribution of morning assembly to the formation of positive character of students at SDN A. The results of this study are expected to be useful for the development of character education programs in other schools.

Result and Discussion

The primary purpose of morning assembly at school is to build discipline and positive character in students. This study aims to determine the extent to which morning assembly

contributes to character development at SDN A. This study used a survey method with a questionnaire as the data collection instrument.

Respondents consisted of students and teachers at SDN A who provided responses to various aspects of morning assembly activities in developing positive character. The format of morning assembly activities can be seen in the table below.

Table 1. Implementation of Morning Assembly

Habitual Activities	Execution time	Activity Materials	Implementation	Sanction
The morning assembly activity was carried out by lining up.	The time used for morning assembly activities starts at 06.45–07.15.	Read short letters Daily prayer Prayers	Morning assembly activities are carried out by all students.	Membersihkan sampah, lari mengelilingi lapangan, menghafal doa dan surat pendek.

The collected data were analyzed using qualitative methods using percentages of respondents' answers to understand emerging patterns. The effectiveness of morning assembly. Based on the questionnaire results, the majority of respondents stated that morning assembly was effective in forming positive character. Most respondents gave high scores (on a scale of 4 and 5) in assessing the effectiveness of morning assembly on their behavior at school. As many as 85% of students stated that morning assembly helped them be more disciplined and responsible in their daily activities. Respondents mentioned several positive character traits formed through morning assembly, as shown in the following table:

Table 2. Percentage of Respondents

No	Description	Quantity
1	Discipline	90%
2	Responsibility	75%
3	Cooperation	65%
4	Leadership	40%
5	Independence	50%

These results indicate that 90% of respondents felt an increase in discipline after regularly attending morning assembly. This suggests that morning assembly is highly effective in instilling and enhancing student discipline. 75% of respondents felt more responsible after attending morning assembly. Although not as high as for discipline, this figure still indicates that morning assembly positively contributes to the development of student responsibility. The percentage for cooperation was 65%, indicating that respondents felt their cooperative skills improved after attending morning assembly. Leadership performance was the lowest at 40%, indicating that morning assembly, in this context, had a less significant impact on student leadership. Additional, more focused strategies or activities may be needed to improve this aspect. Half of respondents (50%) felt more independent after attending morning assembly. This figure indicates that morning assembly, while not particularly strong, still contributes to increasing student independence.

Overall, these data indicate that morning assembly has a positive impact on student character development, particularly in aspects of discipline, responsibility, cooperation, and

independence. However, it is important to remember that the impact of morning assembly on leadership still needs to be evaluated and improved.

There are several factors that influence the effectiveness of morning apple, including:

Table 2. Supporting and Inhibiting Factors for Morning Assembly Activities

Supporting Factors		Inhibiting Factors	
School	Student	School	Student
Make a rule that attending morning assembly is mandatory for all students at SDN A.	Have the intention to improve yourself.	The absence of a companion for the roll call activity meant that the roll call did not run optimally.	Not having the awareness to improve yourself.
Providing facilities and infrastructure.	Enthusiasm in participating in daily roll call activities. Comply with established regulations.		Lack of education outside of school.

Suggestions and input: Respondents provided several suggestions to improve morning effectiveness, such as:

1. Vary the roll call officers to involve more students in leadership and responsibility.
2. Provide more variety in roll call instructors to provide students with a broader perspective.
3. Deliver more engaging and relevant material, such as motivational, inspirational, and leadership topics.
4. Use creative media or methods, such as short videos or interactive simulations, to increase student interest.

Regularly holding morning assemblies at school effectively fosters student discipline. Research at SDN A shows that morning assemblies foster discipline, neat dress, and adherence to school rules, enabling students to internalize discipline in their daily activities both inside and outside of school. This aligns with research that found morning assemblies effectively instill discipline as a core character trait in education.

Morning assembly also contributes to fostering students' sense of responsibility. Questionnaire results at SDN A showed that 75% of students felt more responsible after attending assembly. This finding is supported by other studies that show morning assembly helps increase students' sense of responsibility through habits and regularity in daily activities (Wahyuni et al., 2025).

The impact on student leadership tends to be lower when morning assembly is merely routine. The low percentage of leadership aspects (40%) at SDN A indicates that morning assembly does not automatically develop leadership qualities. Other research recommends varying the roll call officers or providing additional duties so that students have real opportunities to become leaders in school activities (Sugiantoro & Masnawati, 2025).

Morning assembly helps foster student independence. Half of the respondents at SDN A felt more independent after attending assembly. This finding is consistent with studies that

suggest that cultivating daily discipline and responsibility through morning assembly encourages students to take initiative and self-manage (Khasbiyah et al., 2025).

Supporting factors for morning assembly include school policies and student motivation. Data from SDN A shows that mandatory assembly rules and student enthusiasm contribute to the activity's effectiveness. Similar results were found in a study of character education, indicating that support from school policies and student engagement are crucial to the success of character education programs (Juliana et al., 2023).

Inhibiting factors such as a lack of mentors and low student self-awareness can reduce the effectiveness of morning assembly. This finding aligns with research showing that character education is not solely formed through rules but also requires awareness and active involvement from students. Without internal student support, character development will be hampered (Romadoni et al., 2025).

Recommendations for improving the effectiveness of morning roll calls are needed for certain aspects, particularly leadership and motivation. SDN A respondents' suggestions, such as varying the roll call officers' duties and providing creative materials, align with research findings that recommend innovations in morning roll calls to strengthen less dominant character components such as leadership and creative collaboration (Wahyuni et al., 2025).

Conclusion

Based on the research findings, it can be concluded that the morning assembly at SDN A has a positive contribution to shaping students' character, particularly in terms of discipline, responsibility, and cooperation. The majority of students involved in the morning assembly show improvements in disciplined and responsible behavior, as reflected in the questionnaire results. However, the aspect of leadership still shows a lower impact, indicating the need for additional strategies to further develop this aspect.

Factors influencing the effectiveness of the morning assembly include school policies that require all students to attend, students' motivation to participate in the activity, and adequate facilities and infrastructure support. However, there are inhibiting factors, such as the lack of mentors during roll call and students' awareness of self-improvement, which can reduce the effectiveness of the morning assembly. To improve the effectiveness of the morning assembly, it is recommended to introduce variations in the material presented and involve more students in leadership roles during the activity.

Overall, the morning assembly has proven to be an effective method for shaping positive student character. For optimal results, this activity should be conducted consistently and accompanied by strategies that focus more on leadership character development and increased active participation from all students.

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