



Strengthening the Character of Responsibility in 5-6 Year Old Children through Class Agreements

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ABSTRACT

The topic of strengthening the character of responsibility in early childhood is important because this skill forms the foundation of self-regulation, which supports children's social competence and lifelong learning. This study aims to describe the process of strengthening the character of responsibility in 5–6-year-old children through the implementation of class agreements during play activities. The research used a descriptive qualitative approach with instruments including participant observation, in-depth interviews with the teacher, and documentation of learning activities, involving children in group B as research subjects and the class teacher as the main informant. Data were analyzed using an interactive analysis model consisting of data reduction, data display, and conclusion drawing to understand the practice of class agreements in context. The results indicate that class agreements were developed collaboratively through open discussions between the teacher and children and were consistently applied during play, fostering responsibility evidenced by children's ability to tidy play tools, maintain cleanliness, help peers, and recognize the consequences of their actions. The practical implications suggest the importance of participatory child involvement in creating class rules to build early self-regulation and recommend further research across other educational levels or with more intensive parental involvement.

INTRODUCTIONS

Early childhood education plays a fundamental role in introducing character values as the foundation of children's personality and social development. Character building from an early age is considered an essential part of children's readiness to face the challenges of the 21st century, as a strong character serves as the basis for their ability to interact and adapt in a constantly evolving environment. One of the crucial characters to be instilled early on is responsibility, considering that this value is directly related to children's ability to manage their behavior and understand the consequences of their actions. This effort is undertaken because strong character has been proven to support children's adaptive abilities and resilience in both social interactions and learning environments (Fitri & Diana, 2023).

Responsibility in early childhood does not emerge spontaneously; rather, it is formed through a process of repetitive habituation (Dewi & Fajriah, 2025), meaningful interactions, and concrete experiences during play activities. Conceptually, responsibility in early childhood is defined as the ability to carry out assigned tasks, maintain the environment, as well as recognize and accept the consequences of one's actions. The characteristics of responsibility in children can be observed through several indicators, such as completing initiated activities, tidying up play equipment after use, helping peers when needed, and taking the initiative to correct mistakes without having to be constantly reminded. A structured learning environment allows children to understand the relationship between



actions and consequences, thereby helping them build self-regulation (Babalan, 2025). Research indicates that children who are trained to be responsible from an early age through daily routines possess better self-control abilities compared to children who lack such experiences (Maidina & Wahyuni, 2024).

These findings affirm that habituation requires intensive mentoring from teachers so that children are able to internalize the value of responsibility. Furthermore, concrete experiences during play help children associate responsible behavior with enjoyable activities. With such positive experiences, children more easily understand rules and boundaries in social interactions. This implies that teachers hold a strategic role in conditioning effective learning experiences to build this character.

However, most studies still position responsibility as a result of general habituation and role modeling, without specifically outlining how participatory strategies, such as class agreements, facilitate this internalization process within the context of play. This condition indicates a research gap, namely the lack of studies that deeply describe the process of strengthening children's responsibility through the mechanism of class agreements in actual learning situations in Early Childhood Education (ECE).

In Indonesian ECE institutions, various studies reveal that some children still face challenges in practicing responsibility, especially when play activities require simple discipline. These challenges include children's inconsistency in tidying up play equipment, following game rules, or completing tasks that are part of the class routine. This condition often occurs because children are still at a developmental stage where the urge to play is more dominant than the awareness to maintain the learning environment (Puspitasari, Iswarini, Astika & Ningrum, 2023). This situation demonstrates that character education cannot be separated from the emotional and social mentoring process conducted by teachers. The habituation of responsibility is not only related to surface-level behavior but is connected to the maturity of self-regulation and the ability to understand consequences.

The phenomenon of children's lack of consistency in tidying up play tools after use remains a common issue in many ECE institutions. Teachers report that some children tend to leave their toys or wait for other friends to tidy them up even though the class rules have been explained (Nasution & Hartati, 2023). This condition indicates that verbal instructions alone are insufficient to build the habit of responsibility in early childhood. Responsibility in children is also reflected in the ability to complete initiated activities, including returning tools to their original places, because these habits are related to the socio-emotional development and behavioral regularity of children in their daily lives.

Moreover, the development of the character of responsibility in 5-6-year-old children still faces various challenges, such as the low habit of completing tasks, tidying up toys, or admitting mistakes, which shows that the internalization of the value of responsibility is not yet optimal (Yuvita & Murdiani, 2021). This problem is influenced by inconsistent parenting styles, a lack of parental involvement, and the lack of routine and contextual integration of character learning in schools, so that children's opportunities to learn through direct experience are still limited (Fitri & Diana, 2023; Hasanah, 2023). Furthermore, learning practices often stop at providing rules without reflection after play activities, so children understand the rules superficially but have not yet realized the relationship between behavior, consequences, and personal responsibility (Dewi & Fajriah, 2025).

One approach proven effective in shaping children's responsibility is the implementation of class agreements that directly involve children in the rule-making process. Class agreements are a behavior management strategy that provides space for children to mutually agree on the rules to be followed, thereby fostering a sense of ownership and accountability (Fitriani & Zulfikar, 2025). When children feel they are part of the rule-determination process, their motivation to comply and maintain behavioral consistency in accordance with shared commitments tends to increase. This approach shifts the focus from instructive rules to rules that are socially agreed upon by the classroom community.

This change helps children understand that responsibility is a form of active contribution to the learning environment and the continuity of joint activities. With this active involvement, children learn that every behavior has an impact on themselves and their classmates. Therefore, class agreements become a means of character building that targets not only behavior but also children's social awareness. The implementation of class agreements is increasingly important because this concept functions not only as a behavioral guideline but also as a means of building self-regulation, which is the core of early childhood socio-emotional development.



Children involved in drafting rules have the opportunity to understand the reasons behind those rules, making it easier for them to control their actions during play (Asih, 2025). Previous research found that children given the space to formulate rules together are more capable of delaying gratification, taking turns, and taking responsibility for their play activities (Andini & Ramianti, 2020). This condition illustrates that participation in rule-making strengthens children's ability to regulate impulses and behavior. In addition, class agreements encourage children to practice simple decision-making relevant to their social lives. Thus, the implementation of class agreements targets not only compliance but also the strengthening of self-regulation capacity. This makes class agreements a highly compatible strategy with ECE learning principles.

In the context of play-based learning, class agreements provide a clear behavioral framework so that play activities can take place safely, orderly, and meaningfully. Rules discussed openly make children understand the boundaries of interaction during play and know what to do when conflicts arise. Research shows that children's self-regulation improves when play rules are made into shared commitments and reviewed periodically (Latifa, 2024). This illustrates a strong correlation between the implementation of class agreements and the development of children's responsibility. The clarity of rules helps children understand the relationship between play activities and the accompanying obligations, including tidying up tools after use. Furthermore, shared commitment makes children bolder in positively reminding each other when a peer forgets to follow the rules. Thus, class agreements function not only as behavioral guidelines but also as a means of building a positive culture within the playgroup.

Class agreements usually still tend to be instructional, where rules are predominantly determined by the teacher and children merely follow without being actively involved in the formulation process. In addition, class agreements are generally only discussed at the beginning of the semester and are not consistently reflected upon in daily play activities. This condition indicates that the implementation of class agreements has not been fully utilized as a participatory strategy to foster children's responsibility sustainably.

This is different from the Integrated Islamic Kindergarten (TK IT) Bina Amal 02, which implements class agreements collaboratively and integrates them into daily play activities. This institution places the character of responsibility as the main focus in learning, by involving children in the formulation of rules, using concrete symbols as a form of commitment, and conducting routine reflections after play activities. This distinctiveness is the reason for selecting TK IT Bina Amal 02 as the research location, as it demonstrates more participatory and consistent class agreement practices compared to other ECE institutions.

Preliminary study results show that TK IT Bina Amal 02 is an ECE institution committed to instilling character from an early age, particularly the character of responsibility as one of the core values to be built in students. This character is considered important because it plays a role in forming children's maturity, discipline, and overall independence. Based on interviews with teachers and school authorities, it was found that some children previously still exhibited behaviors that did not reflect responsibility, such as being inconsistent in tidying up play equipment or completing tasks. This condition became a concern for the school because it could affect the development of independence and the formation of children's positive habits. Therefore, the school strives to integrate the inculcation of responsibility values into various learning activities and daily routines so that these values develop sustainably within the children.

Various studies on early childhood character have extensively discussed character building, but most still emphasize the aspects of discipline, morals, and character values in general without explicitly explaining the strategies used in the context of play. Existing studies tend to highlight the importance of role modeling and habituation, while research detailing the process of strengthening responsibility through class agreements in play activities is still limited. In fact, some studies only discuss responsibility at a conceptual level without qualitatively examining the stages of its implementation (Hisma, Mulyadi, & Ashar, 2025).

However, children's involvement in the participatory rule-making process is crucial to helping them internalize the value of responsibility and understand the consequences of their behaviors. In addition to shaping individual behavior, class agreements also affect the dynamics of social interaction during play, as children have a shared reference in resolving conflicts or executing agreed-upon rules.



In the context of Islamic education, which is the foundation of TK IT Bina Amal 02, the inculcation of responsibility is carried out through habituation, teacher role modeling, and a learning environment that supports children's moral development, so that these values can be understood more meaningfully through direct experience in play activities (Hisma, Mulyadi, & Ashar, 2025).

METHODS

This research uses a qualitative approach with a case study type because this research focuses on an in-depth understanding of the process of strengthening the character of responsibility in children aged 5-6 years through the implementation of class agreements in natural learning situations. The case study approach was chosen so that researchers can examine the phenomenon contextually and comprehensively in one research location, namely TK IT Bina Amal 02. Through this approach, researchers can describe in detail the learning practices, interactions that occur, and the meanings that emerge from the process of implementing class agreements in children's play activities (Agung & Yuesti, 2019).

The data collected in this study included children's behavior, learning process data, and supporting data. The children's behavior data included actions demonstrating responsible behavior, such as tidying up play equipment after use, maintaining a clean classroom environment, helping friends, and recognizing and correcting mistakes. Learning process data included how teachers facilitated the development of class agreements, the implementation of rules during play activities, and post-activity reflections. Supporting data was also obtained through documentation in the form of activity photos, teacher notes, and archives of class agreements as evidence of the implementation of learning in the field (Safarudin et al., 2023).

Data collection was conducted through observation, interviews, and documentation. Observations were conducted in a participatory manner using an observation sheet containing indicators of children's responsibility, namely responsibility for themselves, responsibility for others, responsibility for the classroom environment, and awareness of the consequences of their actions. Semi-structured interviews were conducted with homeroom teachers and accompanying teachers using an interview guide that focused on the process of developing class agreements, strategies for strengthening responsible character, and obstacles encountered during the implementation of activities. Documentation was used to supplement the data by collecting photos of activities, learning notes, and class agreement documents used during the learning process.

This research was conducted through several systematic stages (Figure 1). The first stage was preliminary observation to identify initial conditions and determine the research focus. The second stage was the development of research instruments, including observation sheets, interview guidelines, and documentation formats. The third stage was field data collection through observation, interviews, and documentation. The fourth stage was data analysis, conducted simultaneously through data reduction, data presentation, and conclusion drawing. The final stage was the compilation of research results, which comprehensively illustrated the process of strengthening children's responsible character through class agreements in play activities.

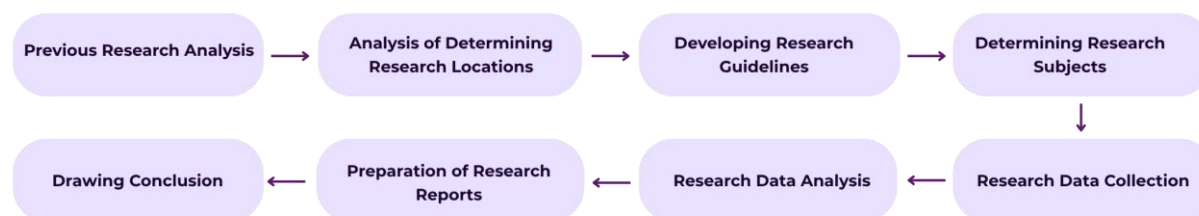


Figure 1. Research Flow

RESULT AND DISCUSSION

Classroom Agreement Development Process

Based on observations and interviews with Mrs. Kristi regarding how to integrate classroom



agreements into classroom play activities, it was found that these agreements were developed collaboratively between teachers and students, as described below.

"The class agreement is made before the children play and there is already a class agreement that is signed or thumbprinted together so that when the children do play activities, they just have to implement it."

The process of creating these rules is not carried out unilaterally by teachers, but rather through open discussions that provide opportunities for children to understand the reasons for the rules, express their opinions, and participate in decision-making. Early in the semester, teachers engage children in discussions about appropriate behaviors in class and during play activities. These discussions result in agreements on key principles, such as returning play equipment after use, maintaining a clean play area, taking responsibility for mistakes, and waiting one's turn when playing with friends.

The established class agreement is then marked with a thumbprint as proof of commitment. The use of a thumbprint on the class agreement not only serves as a symbol of agreement but also provides a concrete way for children to feel involved and have ownership of the rules. This is important because young children tend to understand commitment better through visual approaches and direct action. Play activities at TK IT Bina Amal 02 are carried out daily with a variety of activities. Teachers design games that suit the children's developmental needs, including social-emotional, motoric, and cognitive aspects. This is where the class agreement is tested in a real-world context. From observations, various responsible behaviors emerge spontaneously, indicating that the class agreement is not merely a formality but is actually practiced by the children in their daily lives.

Class Agreements Foster a Sense of Responsibility

Class agreement at TK IT Bina Amal 02 plays a key role in fostering a sense of responsibility in the children. Responsibility is taught through concrete actions that serve as direct examples for children, such as tidying up play equipment and keeping the classroom area clean, as Mrs. Ana says below about how to understand the concept of responsible character to children aged 5-6 years :

"To understand the concept of responsible character, it is done through real action, with concrete deeds, not just words, and always make teachers a role model or example so that children can see a responsible figure."

Class agreements are flexible and adjusted to the developmental needs of children, although most students already understand, some still require repeated memorization. Meanwhile, Mrs. Kristi added that strengthening the character of responsibility through class agreements is based on the understanding that each individual has duties and consequences for their actions.

"Because we are living creatures, we each have our own duties and responsibilities. From there, I want children to know what their nature as humans is and what their duties and responsibilities are."

She integrated these values into discussions and reflections, especially after play activities, to motivate children to improve. Challenges in fostering responsibility persist, such as children avoiding or blaming each other, but these can be overcome through a personal approach and collaboration with parents. The results demonstrate a growing sense of caring and responsibility among the children. The responsibility indicators used in this study were formulated prior to the observations as a benchmark for assessing the extent to which children are able to practice class agreements in daily activities. These indicators include: (1) children are responsible for themselves and others, for example, helping friends tidy up or clean up when problems arise; (2) children are responsible for the classroom environment, such as cleaning up areas that are dirty from their activities; and (3) children are aware of the consequences of their actions and take the initiative to improve without constant reminders from the teacher.



Figure 2. Children Cleaning Her Friend's Clothes That Were Splashed With Water
As A Form Of Responsibility.

This Figure 2 demonstrates the achievement of the first indicator. Children demonstrates responsibility for her friend by immediately cleaning Amar's clothes that were splashed with water. This demonstrates that the child is not only concerned about herself but also cares about the well-being of others.



Figure 3. Children Cleaning The Floor After Spilling Water.

The Figure 3 shows the second indicator reflected in children's behavior, which is to independently grab a mop and clean the floor after spilling water, demonstrating an awareness that a safe and clean environment is part of his responsibility.





Figure 4. Children Cleans MMT From The Ground After Playing.

The Figure 4 shows the third indicator when children is responsible for cleaning the MMT from the ground after the play activity is finished, as a form of awareness that the media used must be returned in a neat condition and ready to use for the next activity. The results of the study indicate that the implementation of participatory class agreements during play activities has a positive influence on the development of responsible character in children aged 5–6 years. (Farid, 2023) Children begin to show more consistent behavioral changes, especially in terms of completing play activities, tidying up the tools used, maintaining the cleanliness of the classroom environment, and helping friends without having to be constantly reminded by the teacher. This responsible behavior does not appear instantly, but rather develops gradually along with the teacher's consistency in reminding them of the agreements that have been drawn up together. Children's involvement in the process of drawing up class agreements makes them understand the reasons behind the applicable rules, so that children do not simply follow the rules because they are ordered to, but because they are aware that these rules are the result of a shared commitment (Sari, 2021). These findings indicate that class agreements function as an effective social learning tool, because children learn to associate their actions with the consequences that arise in the context of everyday play.

This research reinforces the view that fostering responsible behavior in early childhood is more effective when implemented through concrete experiences and active participation (Pasani & Basil, 2014). Class agreements implemented during play activities serve not only as a classroom management tool but also as a medium for internalizing the value of responsibility appropriate to the child's developmental stage (Rahayu, 2016). Children learn to control their behavior, understand boundaries, and develop self-regulation through real-life social interactions. This finding aligns with previous research, which found that children's involvement in rule-making fosters a sense of ownership and commitment to agreed-upon behavior (Syifa et al., 2022). Furthermore, simple reflections by teachers after play activities strengthen children's understanding of the meaning of responsibility, ensuring that these values do not stop at momentary behavior but have the potential to become lasting habits. Therefore, class agreements can be viewed as a relevant and contextual pedagogical strategy for instilling responsible behavior in early childhood through play activities.

The findings of this study also indicate that the role of teachers is a key factor in the successful implementation of classroom agreements as a strategy to strengthen children's responsibility. Teachers not only act as rule-makers but also as facilitators who consistently model responsible behavior, provide appropriate verbal reinforcement, and provide support when children experience difficulties in carrying out agreements (Jailani, 2014). A persuasive and reflective approach makes children feel safe to learn from mistakes without fear of being blamed, allowing the process of developing responsibility to occur more naturally. Furthermore, teachers' consistency in linking classroom agreements to real-life situations during play helps children understand that responsibility is not merely an obligation in the classroom, but rather part of everyday social interactions. This suggests that classroom agreements will be more effective when supported by responsive, patient pedagogical practices of teachers who are oriented toward strengthening character, rather than simply controlling behavior.

The process of drafting a class agreement is a crucial stage in implementing a collective agreement because through this process, children are actively involved in determining shared rules, thereby fostering a sense of ownership, responsibility, and commitment to the rules. The implementation of a participatory class agreement, where teachers invite children to discuss, listen to their opinions, and formulate shared rules, has a significant impact on children's emotional and social engagement in the classroom. Unlike other kindergartens that implement class agreements in a top-down manner through teacher instructions or rigid rule posters without concrete symbols of ownership, TK IT Bina Amal 02 integrates a collaborative approach based on holistic Islamic values, starting with early semester discussions marked by thumbprints with children, implemented flexibly during daily play, and reinforced with post-play reflections and personal verbal reinforcement, thus fostering spontaneous responsibility such as helping friends or tidying up tools voluntarily, reflecting the internalization of contextual and adaptive morals.

The drafting process involves teachers and students working together to establish rules such as



"taking turns," "tidying up toys," and "helping a friend." This process is conducted in a fun atmosphere using images and symbols easily understood by young children. As a result, the children demonstrate enthusiasm and voluntarily implement the rules. This demonstrates that children's involvement in drafting gives them a sense of ownership over their classroom, rather than imposing rules.

Collaboratively designed classroom agreements serve not only as formal rules but also as part of a positive discipline process, where students understand that the rules are mutually agreed upon and that they have a role and responsibility in upholding those commitments. In the study, the majority of students reported that they felt classroom agreements were helpful in shaping moral values and discipline, with many stating that they were more conscious of not returning after the agreement was made (Maryani & Muryanto, 2024). The process of developing classroom agreements should be viewed as part of establishing a consistent learning environment. Children's involvement in formulating boundaries and daily habits helps them understand their roles and responsibilities more clearly (Purnama, 2022). Case studies in early childhood education (PAUD) show that when children are given the opportunity to participate in determining rules, they tend to better understand the rationale for those rules and are more motivated to implement them because they feel ownership of the rules with the teacher. These findings confirm that participatory steps in the formulation stage are not merely administrative procedures but effective pedagogical strategies for building behavioral ownership in early childhood.

The strategies employed by teachers at IT Bina Amal 02 Preschool in providing verbal reinforcement, gentle reminders, and shared reflection are also supported by research (Fitri & Diana 2023). They emphasize that effective communication, empathy, and politeness are key to fostering a sense of responsibility in young children. Teachers are not only tasked with giving instructions but also with building emotional bonds that support children's social-emotional development. Rules developed through collaboration have a strong psychological effect because children feel their opinions are valued. When children feel they are part of the decision-making process, they are more consistent in fulfilling shared commitments (Fitriani & Zulfikar, 2025)

Responsibility is not simply spontaneous behavior, but rather a gradual process that requires teacher guidance and a conducive environment (Hisma et al., 2025). Therefore, strengthening responsibility through class agreements at TK IT Bina Amal 02 shows that participation-based strategies are the right step in building character from an early age. The participatory process of forming agreements in the classroom has proven effective in encouraging children to understand the reasons behind rules. This finding is in line with (Puspitasari et al., 2023) who stated that early childhood children demonstrate more consistent responsible behavior when rules are understood through direct discussion and linked to their play experiences. In their study, simple agreements such as tidying up play equipment increased children's awareness of the consequences of their actions. This finding is relevant to the conditions observed in children at TK IT Bina Amal 02, where children begin to demonstrate responsible behavior without constant reminders.

Classroom agreements facilitate the development of responsible behavior through concrete experiences, which aligns with research (Latifa, 2024). She found that participatory strategies, including collaboration between teachers and parents, helped children develop a deeper understanding of responsibility in play environments. This research emphasized the importance of teacher consistency in connecting rules to daily activities, a strategy also implemented by teachers at TK IT Bina Amal 02 through post-play reflections. Research findings show that classroom agreements are a highly strategic pedagogical instrument for fostering responsible behavior in early childhood. Class agreements are not simply a list of rules posted on the classroom wall, but rather a social learning mechanism that actively engages children in formulating, understanding, and implementing the agreed-upon rules. This active involvement prevents children from passively receiving instructions but rather empowers them to become subjects with a voice, choices, and a sense of ownership over the rules.

Research findings demonstrate that classroom agreements are a highly strategic pedagogical instrument for fostering responsible behavior in early childhood. Class agreements are not simply a list of rules posted on the classroom wall, but rather a social learning mechanism that actively engages children in formulating, understanding, and implementing the agreed-upon rules. This active involvement is evident not only conceptually but also in the observation and interview data presented in



the research findings section.

During the class agreement-building phase, children were given the opportunity to express their opinions about what rules should be implemented during play. Observations revealed that several children spontaneously proposed rules such as "put away the toys later" and "clean up after yourself if anything spills." The teacher then wrote down and simplified these suggestions into a collective agreement. This process was reinforced by the use of a thumbprint as a symbol of agreement, which, based on interviews with the teacher, was intended to encourage children to truly agree to the rules. This situation demonstrated that children were not simply receiving instructions but were engaged in a simple decision-making process appropriate to their developmental stage.

This involvement is also evident in everyday practices during play activities. Data in the results section shows that children like Rasen independently picked up a mop after spilling water, and Musa cleaned up the MMT without repeated reminders. These behaviors did not emerge suddenly, but rather were a form of internalization of the agreements they had previously formulated together. This means that children are no longer passively awaiting teacher direction, but are now demonstrating a sense of ownership of the classroom rules.

This process directly contributes to the formation of internal commitment, unlike top-down rules. This aligns with the view (Fitriani & Zulfikar, 2025), which emphasizes that children's active participation in decision-making increases compliance and fosters moral awareness. In other words, class agreements create a strong sense of ownership, so that rules are not perceived as external pressure, but as the result of consensus, strengthening group identity. Children feel part of a learning community and understand that every shared decision has consequences for themselves and their peers.

Furthermore, the classroom agreement model allows for pedagogical dialogue, a conversation between teacher and child about the rationale behind each rule. This helps children understand why a behavior is necessary, not just what it is. This process is crucial for character development, as rational understanding moves children from mechanical obedience to reflective obedience. Thus, classroom agreements become not only behavioral rules but also tools for moral thinking. Andini & Ramiati (2020) emphasize that familiarizing themselves with agreed-upon rules helps children internalize the concept of cause and effect. When children understand that certain actions are directly related to specific outcomes, they begin to make more informed behavioral decisions. For example, children realize that not tidying up their play equipment can create danger for others or hinder future activities. This understanding encourages them to take responsibility, not out of fear of punishment, but out of an awareness of the consequences.

In addition to fostering individual responsibility, class agreements also serve as a social tool for building healthy group dynamics. Collaboratively developed rules not only govern children's relationships with themselves but also their interactions with peers, the environment, and learning resources. This fosters an inclusive, cooperative, and respectful classroom culture. Children learn that being part of a community means respecting shared space and ensuring each other's well-being. Thus, class agreements foster responsibility on two levels: personal and social. The effectiveness of class agreements also lies in the consistency of their implementation. Agreed-upon rules are not only discussed at the beginning of the school year but are periodically reminded through daily reflections, group discussions, or revisions as needed. This flexibility emphasizes that rules are part of a living, ongoing learning process. Ultimately, class agreements serve as the foundation for holistic character development through the internalization of values, not merely formal compliance.

The results of the study showed that children showed three indicators of responsibility, namely: (1) being responsible for themselves and others, (2) maintaining a clean classroom environment, (3) being aware of the consequences of their actions. These three indicators are in line with the opinion of (Maidina & Wahyuni 2024) who stated that children's responsibility develops optimally when teachers provide concrete examples and opportunities for them to correct mistakes independently. For example, children's behavior of cleaning the floor or helping friends is a form of internalization of the value of responsibility that develops through habituation.

Thus, the findings regarding the achievement of the three indicators of responsibility indicate that classroom agreements serve not only as written rules, but also as a consistent and meaningful process of habituation for children. When children are given space to participate in rule-making, they learn not



only about obedience but also about commitment and consequences. This reinforces the understanding that participatory strategies in classroom management significantly contribute to the internalization of the value of responsibility in early childhood.

Based on these findings, this study has practical implications for teachers and early childhood education (PAUD) units. Teachers need to incorporate class agreements into their lesson plans at the beginning of the semester and reflect on them regularly to ensure the value of responsibility continues to be internalized. Simple discussions, the use of visual media, and consistent verbal reinforcement have been shown to help children understand the relationship between actions and consequences. This aligns with research (Puspitasari et al., 2023), which shows that consistent habituation and linking it to play activities significantly increase children's sense of responsibility. Furthermore, (Dewi & Fajriah, 2025) also emphasized that structured and repeated habituation methods contribute significantly to shaping responsible character in early childhood. This means that class agreements need to be positioned as ongoing practices, not incidental ones.

First, this research uses a case study approach that focuses on one educational institution, namely TK IT Bina Amal 02, so the research findings are contextual and cannot be generalized broadly to all PAUD institutions. Second, the limited number of informants, namely teachers and children in one class, allows for limited perspectives in describing the phenomenon more broadly. Furthermore, data collection conducted through observation, interviews, and documentation is highly dependent on natural situations in the classroom, so the research results are influenced by the dynamics of learning activities and interactions that occur during the research. Nevertheless, the case study approach still provides a deep understanding of learning practices and the dynamics of strengthening children's responsible character in the real context of early childhood education environments.

CONCLUSION

The implementation of class agreements in the Integrated Islamic Kindergarten (TK IT) Bina Amal 02 has been proven effective in strengthening the character of responsibility in children aged 5-6 years. The collaborative process through open discussions makes children feel that they own the rules, which is reinforced by a symbol of commitment in the form of a shared thumbprint. This is supported by the statement Based on the results of observations, children are no longer simply obedient out of fear, but because of moral awareness that arises spontaneously in daily play activities. Strengthening the character of responsibility in children can be observed through the achievement of indicators, namely: (1) children show responsibility for themselves and others, such as helping friends and not avoiding mistakes; (2) children are responsible for the classroom environment, for example tidying up play equipment and keeping the learning area clean; and (3) children are aware of the consequences of their actions and take the initiative to correct mistakes without having to be constantly reminded by the teacher. These indicators show that class agreements are not only a classroom management tool, but an effective pedagogical strategy in internalizing the value of responsibility. Therefore, the implementation of class agreements is recommended to be implemented continuously in PAUD units as part of a school culture that supports children's character education from an early age.

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