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**THE IMPLEMENTATION OF RECALLING ROUTINES AND THE BEING GOOD  
APPROACH IN BILINGUAL LEARNING TO IMPROVE DISCIPLINE AND  
CHARACTER OF FOURTH GRADE STUDENTS AT SD HKBP PERDAMEAN**

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**Abstrak:** Bahasa Indonesia: Pembentukan karakter dan disiplin siswa merupakan komponen penting dari pendidikan dasar, terutama di sekolah yang menerapkan sistem pembelajaran bilingual. Pembelajaran dalam dua bahasa sering kali mengharuskan siswa untuk beralih di antara aturan linguistik dan cara berpikir dalam waktu singkat, yang dapat membuat kelas lebih rentan terhadap gangguan. Penelitian ini bertujuan untuk menggambarkan secara rinci bagaimana mengingat rutinitas dan pendekatan menjadi baik diterapkan dalam pembelajaran bilingual, serta dampaknya terhadap disiplin dan karakter siswa kelas empat di SD HKBP Perdamean Medan. Penelitian ini menggunakan metode kualitatif deskriptif melalui observasi kelas, wawancara semi terstruktur, dan analisis dokumen. Temuan menunjukkan bahwa mengingat rutinitas memperkuat pola perilaku siswa melalui kegiatan sehari-hari seperti mengulang aturan kelas, mengingatkan penggunaan bahasa, dan melakukan refleksi akhir pelajaran. Sementara itu, pendekatan menjadi baik yang diungkapkan oleh guru melalui teladan, komunikasi positif, dan kegiatan berbagi kebaikan memainkan peran penting dalam mengembangkan rasa tanggung jawab, empati, dan saling menghormati siswa. Meskipun kedua pendekatan tersebut memberikan dampak positif yang signifikan, beberapa tantangan masih muncul, seperti keterbatasan waktu, keengganan siswa selama sesi refleksi, dan rendahnya keterlibatan orang tua. Secara keseluruhan, studi ini menyoroti bahwa menggabungkan rutinitas perilaku dengan praktik kebaikan merupakan strategi efektif yang tidak hanya mendukung disiplin dalam pembelajaran bilingual tetapi juga memperkuat karakter siswa secara holistik.

**Kata Kunci:** Mengingat Rutinitas, Menjadi Baik, Pembelajaran Bilingual, Disiplin, Karakter Siswa..

***Abstract:** Character building and student discipline are essential components of elementary education, especially in schools that apply a bilingual learning system. Learning in two languages often requires students to switch between linguistic rules and modes of thinking within a short time, which can make the classroom more prone to distraction. This study aims to describe in detail how recalling routines and the being good approach are implemented in bilingual learning, as well as their impact on the discipline and character of fourth grade students at SD HKBP Perdamean Medan. This research uses a descriptive qualitative method*

*through classroom observations, semi structured interviews, and document analysis. The findings show that recalling routines strengthens students' behavioral patterns through daily activities such as repeating classroom rules, reminding language use, and conducting end of lesson reflections. Meanwhile, the being good approach expressed by the teacher through role modeling, positive communication, and kindness sharing activities plays an important role in developing students' sense of responsibility, empathy, and mutual respect. Although both approaches bring significant positive effects, several challenges still arise, such as limited time, students' reluctance during reflection sessions, and low parental involvement. Overall, this study highlights that combining behavioral routines with the practice of kindness is an effective strategy that not only supports discipline in bilingual learning but also strengthens students' character holistically.*

**Keywords:** *Recalling Routines, Being Good, Bilingual Learning, Discipline, Student Character.*

## **INTRODUCTION**

Learning at the elementary school level is a crucial phase for developing students' character values as well as establishing the foundation of discipline. This period is often referred to as the golden stage for shaping children's habits and behaviors. At this age, students easily absorb examples, rules, and communication patterns present in their learning environment. Therefore, teachers and the school environment play a significant role in guiding, directing, and modeling positive behavior for students. Previous studies affirm that character building and positive behavioral habits in elementary schools can be effectively developed through routines and teacher modeling (Bachrudin & Kasriman, 2022).

At SD HKBP Perdamean Medan, the fourth grade class is one of the classes that applies bilingual learning. Bilingual education offers various benefits, such as enhancing language proficiency and expanding children's cognitive abilities. This aligns with the findings of (Zulfa Kamila et al., 2025), who state that bilingual learning in elementary schools can improve both communication skills and students' academic performance. However, observations in the field show that bilingual learning also presents several challenges. Students must quickly switch between languages, understand instructions delivered in two languages, and adapt to different language structures. These conditions often lead to noise, reduced focus, and low self-regulation among students. (Suryani et al., 2025) also emphasize that the success of bilingual learning is strongly influenced by teacher readiness and students' ability to follow rapid language transitions.

Various studies on bilingual learning models recommend the use of structured and habituation-based strategies to create an orderly and effective learning environment. (Rahayu et al., 2025) assert that approaches involving simple, consistent routines are effective in supporting students in bilingual contexts, particularly at the elementary level. In addition, character development through daily activities such as positive communication and consistent behavioral reinforcement is strongly encouraged in primary education (Sumiana & Susiloningsih, 2021).

The fourth grade teacher, Mrs. Ema Niracan Situmorang, addresses these challenges through two main strategies: the recalling routines strategy and the being good approach. Both approaches are rooted in habituation, positive reinforcement, and teacher modeling, making them suitable for lower and middle elementary grades. Previous research also indicates that routine based strategies and positive reinforcement significantly contribute to improving discipline and character formation among elementary school students (Bachrudin & Kasriman, 2022; Sumiana, 2020).

However, applying these two approaches within the context of bilingual learning in elementary schools has rarely been examined in depth. Therefore, this study is essential to provide a clear, detailed, and practical description of how these approaches function and how they influence the behavior, discipline, and character of fourth grade students. Consequently, the findings of this study are expected to contribute to bilingual teaching practices while enriching the literature on character education through habituation in elementary schools.

## **RESEARCH METHODS**

This research used a qualitative descriptive method because the goal was to understand what really happens in the classroom how the teacher uses recalling routines and the being good approach, and how these strategies help students become more disciplined and show better character. This method fits well because the study focuses on experiences, behaviors, and classroom interactions, not numbers or statistics.

The study took place in Grade 4 of SD HKBP Perdamean Medan, and the main person interviewed was the classroom teacher, Mrs. Ema Niracan Situmorang, S.Pd., Gr. She was chosen because she teaches the bilingual lessons every day and is directly responsible for applying routines and character-building strategies in class.

To collect the data, the researcher used semi-structured interviews and a review of related

studies.

The interview was flexible: the researcher prepared some questions, but the teacher was encouraged to talk openly about what she does in class, what works, and what challenges she faces. The interview lasted around 30–45 minutes and was recorded with her permission.

The researcher also read several articles and books related to classroom management and character education. For example, (Sumarto et al., 2023) highlight that character education works better when it is done through daily habits and clear routines. Another study by (Andhi Rizandhi et al., 2023) explains that character programs become more effective when they are part of regular classroom activities. These studies helped the researcher compare theory with what really happened in the classroom.

For data analysis, the researcher went through three steps:

1. Reducing the data choosing the most important information,
2. Displaying the data writing the results in clear, organized descriptions,
3. Drawing conclusions connecting the classroom findings with the theories from the literature.

To make sure the findings were valid, the researcher compared the interview results with the literature (triangulation) and also asked the teacher to confirm whether the interpretation was correct (member check).

Overall, this method helped the researcher clearly understand how Mrs. Ema Niracan Situmorang uses routines and positive behavior guidance to build discipline and character in her bilingual classroom.

## **RESULTS AND DISCUSSION**

### **Results**

The results of this study show that the application of *recalling routines* and the *being good approach* in the fourth grade bilingual classroom of SD HKBP Perdamean had a significant influence on students' discipline and character development. Through classroom observations, interviews with the teacher, and the analysis of supporting documents, it was

found that the teacher consistently used recalling routines at the beginning, during, and at the end of each lesson. At the start of the learning process, the teacher guided students to repeat the classroom rules, such as speaking politely, using English and Indonesian

appropriately, keeping their voices under control, and behaving respectfully toward others. Although students initially recited these rules without much awareness, over time they began to repeat them with more confidence and understanding. Some students were even able to lead the recalling session independently, showing that they were becoming more responsible for maintaining classroom order.

During the lesson, recalling routines continued to play an important role, especially during transitions between activities. These transitions, which often caused disruption, became more manageable because the teacher used short verbal reminders to help students refocus. Simple expressions like “English zone,” “Quiet transition,” or “One person at a time” were effective in bringing students back to appropriate behavior in just a few seconds. This showed that consistent routines could guide students toward self regulation without the need for strict reprimands. At the end of each lesson, students were encouraged to reflect on their behavior by identifying which rules they had successfully followed, which behaviors still needed improvement, and what they aimed to do better the next day. As this practice continued, students’ reflections became more honest and specific, indicating growing self awareness.

In addition to recalling routines, the implementation of the *being good approach* contributed greatly to the development of students’ character. The teacher acted as a positive role model by speaking gently, showing patience, appreciating students’ contributions, and demonstrating appropriate behavior during classroom interactions. Students gradually imitated the teacher’s polite expressions in English, such as “Sorry,” “Excuse me,” or “Thank you,” showing that they were learning through example rather than direct instruction. The teacher also used positive reinforcement, giving praise for helpful or kind behavior. These small affirmations made students feel appreciated and motivated them to repeat positive actions. Weekly kindness sharing sessions strengthened this effect, as students were given opportunities to share their good deeds, which helped them realize the importance and value of kindness.

Overall, the results show that these combined approaches created a noticeable improvement in students’ behavior. Students became more disciplined, transitioned more smoothly between activities, and followed instructions with fewer reminders. They also developed important character traits, such as empathy, honesty, cooperation, and confidence, especially in using English during classroom activities. Although some challenges remained

such as inconsistent participation from certain students, limited class time, and insufficient support from parents the findings indicate that recalling routines and the being good approach are effective strategies for promoting discipline and character development in a bilingual learning environment.

### **Discussion**

The findings of this study show that the combined use of *recalling routines* and the *being good approach* contributes significantly to improving students' discipline and character in the bilingual classroom. The consistent repetition of classroom rules helped students internalize expected behaviors and gradually adopt them as part of their daily habits. This supports the view that discipline is most effectively developed through structured habituation rather than punitive measures, as also emphasized in a study published in the *Undiksha Journal of Education* (Rijal et al., 2023), which explains that internalizing discipline values requires continuous repetition and reinforcement. In this classroom, short reminders given during transitions proved effective in helping students quickly regain focus and regulate their behavior independently. This indicates that students respond well to predictable routines, especially in learning environments where they frequently shift between languages and activities.

Alongside discipline, the *being good approach* played a major role in shaping students' moral awareness and social behavior. The teacher's consistent demonstration of polite speech, patience, and respect served as a clear model for students to imitate. This aligns with research from the (Sahwal & Yohamintin, 2025), which highlights that teacher exemplary behavior has a strong influence on the development of students' character, particularly in elementary school settings. In this study, students gradually adopted the teacher's expressions and mannerisms, showing that they were learning through observation and repeated exposure. The teacher's positive communication such as praising students for kindness, cooperation, or helpfulness also encouraged students to continue practicing positive behaviors. This is in line with the findings reported in (Subiarto & Wakhudin, 2021), which states that teachers' supportive interactions and consistent guidance are key elements in shaping students' discipline and character.

The interaction between recalling routines and the being good approach produced changes that extended beyond classroom management. Students became more self-aware, more empathetic, and more confident in expressing themselves, especially in English. They

were able to maintain discipline while also showing moral responsibility and care for their peers. In a bilingual learning environment, such emotional and behavioral stability is crucial, as students must manage both linguistic and cognitive challenges. Although some difficulties remained such as inconsistent participation from a few students and limited reinforcement of character building at home these challenges do not undermine the effectiveness of the two approaches. Instead, they highlight the need for stronger collaboration between teachers and parents so that the values practiced at school are also maintained in students' everyday lives. Overall, the discussion suggests that both approaches complement each other: recalling routines provide structure and consistency, while the being good approach nurtures emotional intelligence and moral awareness, resulting in a more balanced and supportive learning environment.

## **CONCLUSION**

The findings of this study conclude that the implementation of recalling routines and the being good approach in the fourth-grade bilingual classroom at SD HKBP Perdamean is effective in strengthening both student discipline and character development. Recalling routines help students internalize positive behavior by consistently repeating classroom rules, reviewing appropriate language use, and receiving short reminders during learning transitions. These routines gradually build students' self regulation, focus, and responsibility in managing the cognitive demands of bilingual learning.

Meanwhile, the being good approach, delivered through teacher role modeling, positive communication, and kindness sharing activities, successfully nurtures students' empathy, cooperation, honesty, and respect. Students learn not only through instruction but also through observing the teacher's patient, polite, and supportive behavior. Over time, they begin to imitate these positive actions and apply them in their daily interactions.

The integration of these two strategies creates a more orderly, supportive, and morally enriching learning environment. Although challenges such as limited time, uneven student participation, and minimal parental reinforcement still occur, these obstacles do not diminish the positive impact of the approaches. Instead, they highlight the need for continued collaboration between teachers and parents to sustain students' character development.

Overall, recalling routines and the being good approach provide an effective, practical framework for improving discipline and fostering holistic character growth in bilingual elementary education

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