

EARLY CHILDHOOD VALUE AND CHARACTER CONSTRUCTION THROUGH GREAT CHILD HABITUATION CONTENT ON SOCIAL MEDIA: AN ANALYSIS OF ADAPTIVE PARENTING MODELLING PRACTICES AND DESIGN

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ABSTRACT

The present study has been developed for the purpose of analyzing the process of establishing early childhood values and characteristics in the context of "Great Child Habituation." A central objective of this study is to examine the way routines are represented in the formation of character. In addition, the study will serve to formulate technology-based adaptive parenting models. The research employs a qualitative approach, utilizing content analysis of videos on TikTok and Instagram. The data undergoes multimodal analysis, encompassing visual, auditory, and textual dimensions, to discern patterns in the construction of character value. The results of the study demonstrate that character values, such as discipline, independence, responsibility, religiosity, and empathy, are constructed through concrete, repetitive, and reinforced routines, as well as narratives and symbolic framing. Routine representation serves as the primary mechanism of character internalization through consistent habituation. Furthermore, this research produces a technology-based adaptive parenting model that places digital content as a stimulus, parents as active mediators, and routines as a bridge in the formation of children's characters.

Keywords : Early childhood, Character, social media, Adaptive parenting, Value education.

INTRODUCTION

The cultivation of values and character in early childhood serves as a foundational element for the subsequent development of social, moral, and independent behavior (Devianti et al., 2020). Habituation through regular activities has been demonstrated to be an effective strategy for instilling values because it involves repetition, consistency, and children's emotional engagement (Mahanani et al., 2022; Mawaddah & Zaida, 2021). . In the context of contemporary family life, the emergence of social media platforms such as TikTok and Instagram has provided various positive impacts, particularly as accessible literacy resources for parents and children in understanding parenting practices, daily routines, and value-based character formation (Widoretno et al., 2021). Short video content that presents positive routines performed by children can function as a practical reference for parents in implementing habituation-based parenting at home (Natari & Suryana, 2022). Moreover, social media enables parents to obtain diverse examples of constructive parenting strategies, strengthen their awareness of children's developmental needs, and support the transmission of moral, social, and independence values in ways that are relevant to children's everyday experiences. This phenomenon indicates that social media has the potential to serve not only as an entertainment platform but also as an educational medium that reinforces routine-based character values in a manner that is contextual to modern family life. Furthermore, it may serve as a practical reference for educators and parents in constructing adaptive, collaborative, and value-oriented learning environments (Mutiarra & Yatri, 2022).

In Indonesia, Aisyah et al., (2026) demonstrated that approximately 65% of early childhood children are exposed to digital media on a daily basis, while parental mediation practices remain limited. This condition reveals an imbalance between the intensity of digital media usage and the optimization of its function as a medium for forming value and character (Niswah & Widyaningrum, 2020). However, the increased access to digital media among children does not necessarily translate into targeted use that would contribute to character development (Nijma et al., 2025). Domoff et al., (2018) reported a significant relationship between unstructured digital

media use and low self-regulation in early childhood. Radesky et al., (2020) found that more than 70% of parents use digital devices as a distraction, which has an impact on the reduced quality of social interaction. The phenomenon of "great child habituation" content in Indonesia has shown a significant increase in recent years, especially through short videos featuring routines such as praying, tidying up toys, and children's independence (Anisa & Pasaribu, 2025). This content is not merely consumed; it is also replicated by parents in their daily parenting practices (Ubaidillah, 2021). However, the adoption process frequently occurs without a comprehensive grasp of the character values instilled, potentially resulting in the cultivation of symbolic and unsustainable habituation practices (Azizah et al., 2021). Research by El-Khani et al., (2025) indicates that parents in Indonesia tend to adopt parenting practices from social media based on the popularity of the content, rather than on a strong pedagogical foundation. Concurrent with these findings, a study by Sumargi et al., (2020) reveals that the utilization of digital media within familial contexts does not exclusively serve to fortify moral principles. Rather, its primary function appears to be the pursuit of entertainment and diversion. This phenomenon indicates a discrepancy between the representation of values on social media and their actual implementation in parenting practices.

Optimizing social media content as a targeted and reflective habituation learning model in childcare is a relevant approach to overcoming these problems (Stuart et al., 2021). The advent of data-driven adaptive parenting modeling designs has enabled the validation of social media content adapted by parents, ensuring its validity and facilitating its implementation without any bias in the concept of knowledge (Uluwiyah et al., 2025). This phenomenon is elucidated in the theory of social learning, as proposed by Albert Bandura, which posits that children's behavior is shaped through the process of observation and imitation of the model observed (Zhou, 2024). Lickona emphasizes the integration of cognitive, affective, and action aspects in the formation of values. Conversely, the habitus theory posited by Pierre Bourdieu suggests that habitual behaviors, when repeated, can lead to the development of sedentary patterns (Lickona, 1999). Meanwhile, based on the habitus theory by Pierre Bourdieu, it is also strengthened that habituation that is carried out

repeatedly will form a sedentary behavior pattern (Ignatow & Robinson, 2017). These three perspectives provide a conceptual foundation for understanding the potential of habituated content on social media to function as a model. When appropriately mediated by parents, this model possesses the capacity to reinforce the internalization of character values through routine.

Anwar & Utari, (2025) research demonstrated that exposure to prosocial content has the potential to enhance empathetic behavior in children. However, their study did not delve into the complexities of routine-based habituation. Rincón et al., (2018) underscores the significance of parental mediation in media utilization. However, the examination of the construction of value in content remains to be conducted. Pratiwi, (2022) examination of social media-based parenting in Indonesia is restricted to a mere description of practices, devoid of an in-depth analysis of character values as represented. The primary benefit of the research is its contribution to the understanding of the relationship between digital media and children's development. However, the study's limitations include the absence of a comprehensive analysis framework that incorporates aspects of content, habituation, and character. Moreover, the present research encompasses the incorporation of early childhood value and character development, the manifestation of habituation in social media content, and the evolution of adaptive parenting modeling design as a conceptual outcome. The empirical approach utilizes video data from TikTok and Instagram that are authentic and contextual in terms of parenting practices. Concurrently, the methodological approach integrates content analysis with conceptual design exploration, with the objective of not only describing phenomena, but also producing models that can be implemented to reinforce routine-based values and characters.

A limited number of studies have examined the construction of early childhood values and characters in the content of "great child habituation" and its application in the development of adaptive parenting modeling designs. A review of the extant literature reveals a tendency to conclude with analyses of media use or its impact on children, yet the absence of a conceptual model that can serve as a practical reference is conspicuous. This condition underscores the necessity for research that is

not only analytical but also constructive in formulating habituation-based parenting designs that are pertinent to the digital ecosystem. This research endeavors to make a theoretical contribution to the development of media-based character education studies, as well as practical contributions in the form of adaptive parenting modeling designs that can be applied by parents and educators. The objective of this study is to examine the process of developing early childhood values and character traits through the analysis of "great child habituation" content on TikTok and Instagram. The study seeks to develop a routine-based adaptive modeling design.

METHOD

This study employed a qualitative research approach with qualitative content analysis as the main method, supported by multimodal discourse analysis as an analytical strategy. This design was used to examine how early childhood values and character are constructed in "great child habituation" video content. Qualitative content analysis enabled the identification and interpretation of recurring character values represented in the videos, while multimodal discourse analysis allowed for a deeper examination of how meaning was constructed through the interaction of visual, audio, and textual elements.

The primary data consisted of parenting-related videos published on TikTok and Instagram that portrayed children's daily habituation practices. A total of 30 videos were analyzed, consisting of 15 TikTok videos and 15 Instagram videos. The selected content included videos related to children's daily routines, such as morning routines, tidying up toys, praying before and after activities, eating independently, helping parents, maintaining cleanliness, and showing polite behavior. These videos were selected because they explicitly represented habituation practices associated with early childhood character values. The data included visual representations of children's activities, audio components such as narration, parental instructions, or background sound, and textual elements including captions, subtitles, and hashtags. Supporting data were drawn from recent international journal articles to strengthen the conceptual framework, guide the development of analytical categories, and support the interpretation of

findings.

Data collection was conducted systematically through several stages. First, relevant keywords were identified, including children's habits, daily routines, character development, parenting, positive habits, independent children, discipline, and early childhood values, to locate suitable content on TikTok and Instagram. Second, the videos were screened using predefined inclusion and exclusion criteria. The inclusion criteria were videos that featured early childhood daily routines, contained explicit or implicit character value messages, were publicly accessible, and included visual, audio, or textual elements relevant to habituation practices. The exclusion criteria were videos unrelated to parenting or early childhood, purely entertainment-based videos without character-value content, duplicate videos, and videos with unclear visual or audio quality. Third, the selected videos were documented in the form of links, screenshots, transcriptions, captions, and hashtags. These data were then organized into an analysis matrix to facilitate coding and interpretation.

Data analysis combined qualitative content analysis and multimodal discourse analysis. The analysis began with data reduction, followed by thematic coding of key character values, including discipline, independence, responsibility, empathy, religiosity, politeness, and cleanliness. Each video was coded based on the type of routine displayed, the character value represented, and the mode of communication used. The multimodal analysis then examined the relationship between visual elements, such as children's actions and expressions; audio elements, such as narration, parental guidance, and instructions; and textual elements, such as captions, subtitles, and hashtags. This integrative analysis was conducted to understand how character values were constructed and communicated through short-form parenting videos.

To ensure data validity, this study applied triangulation of data sources, theory, and analytical techniques. Source triangulation was conducted by comparing content obtained from two different social media platforms, namely TikTok and Instagram. Theoretical triangulation was applied by comparing the findings with relevant concepts and previous studies from recent international

journal articles on early childhood character education, habituation, parenting, and digital media. Methodological triangulation was conducted by combining qualitative content analysis with multimodal discourse analysis to examine both the manifest content and the meaning-making process across visual, audio, and textual modes. In addition, peer review and repeated coding were used to improve the consistency and credibility of the interpretation. The validated findings were subsequently used to formulate a routine-based adaptive parenting model that integrates habituation practices with the development of early childhood character values.

FINDINGS/RESULTS AND DISCUSSION

This research uses content-based analysis by interpreting the values and characters represented in digital content uploaded through TikTok and Instagram. The results of the analysis are presented visually and described in Figure 1.

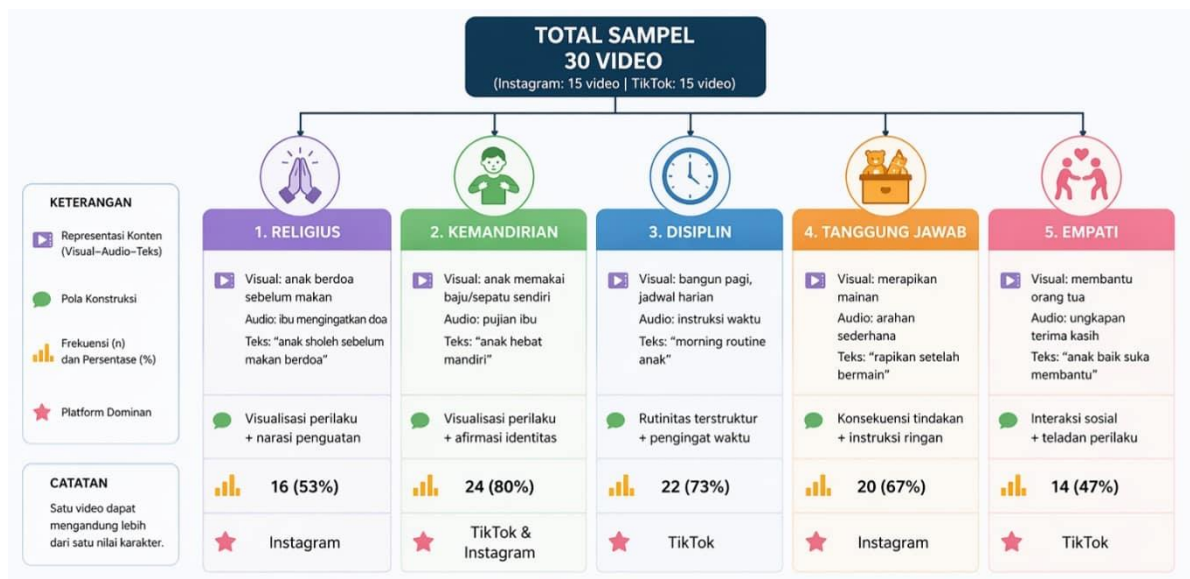


Figure 1. Content Analysis Results

The results presented in Figure 1 indicate that the construction of character values in "great child habituation" content is predominantly centred on independence (80%) and discipline (73%). This suggests that contemporary digital parenting practices are largely oriented towards the development of children's self-regulation skills. In contrast, values such as empathy (47%) and religiosity (53%) appear less frequently, indicating that they are less emphasised in the representation of such

content.

Furthermore, platform-specific differences are evident in the patterns of value representation. TikTok tends to emphasise independence and discipline through rapid and performative visualisation, whereas Instagram more frequently represents religious values and responsibility through a reflective and narrative approach. Despite these differences, all character values are constructed through the integration of visual, audio, and textual elements, suggesting that social media functions as a space for modelling habituation-based behaviours.

Constructing Values and Character in Great Child Habituation Content on Social Media

The findings indicate that the construction of early childhood values and character in “great child habituation” content on TikTok and Instagram is not presented as an abstract concept; rather, it is represented through concrete, repetitive, and structured daily routine practices. Character values are constructed through three primary patterns, namely behavioural visualisation, reinforcement narratives, and symbolic framing, which are integrated within a single unit of content (see Table 1).

Table 1. Results of the analysis of the Construction of Value and Character

No	Character Value	Construction Patterns	Content Representation (Visual–Audio–Text)	Key Findings
1	Religious	Behavioral visualization + reinforcement narrative	Visual: child praying before eating Audio: mother reminding prayer Text: "child prays before eating praying"	Religious values are constructed through spiritual routines that are displayed repeatedly and reinforced by verbal directions
2	Independence	Behavioral visualization + identity affirmation	Visual: child wearing his own shirt/shoes Audio: mother's praise Text: "great child independent"	Independence is represented as a child's identity that is formed through habituation and positive reinforcement
3	Discipline	Structured routines + time reminders	Visual: wake up early, daily schedule Audio: time instructions Text: "children's morning routine"	Discipline is constructed through the consistency of scheduled and repetitive activities

4	Responsibilities	Consequences of action + light instruction	Visual: tidy up toys Audio: simple instructions Text: "tidy up after playing"	Responsibility is formed through the habit of completing tasks as a consequence of activities
5	Empathy	Social interaction + role model	Visual: helping parents Audio: expression of gratitude Text: "good children love to help"	Empathy is constructed through direct example and social interaction within the family

For instance, religious values are constructed through the repeated visualisation of spiritual practices, such as praying before meals or daily activities. These visual elements are reinforced by parental narratives that provide guidance and reminders, as well as by textual cues that frame the child as a “righteous child”. This pattern indicates that religious values are developed through consistent habituation supported by multimodal reinforcement. Similarly, independence is constructed through autonomous activities accompanied by positive affirmations that shape children’s self-identity, while discipline is represented through structured routines and repeated practices. Responsibility emerges from the connection between actions and their consequences in everyday contexts, and empathy is fostered through social interactions that model prosocial behaviour and emotional responsiveness. These findings are consistent with recent studies demonstrating that routine-based habituation plays a significant role in the development of children’s self-regulation and character (Kantova, 2024; Najmudin et al., 2022; Nuswantoro et al., 2022). Furthermore, Shorey et al., (2019) highlight that exposure to prosocial digital content can enhance children’s empathy and social competence. However, other studies caution that, without parental mediation, such exposure may lead to superficial imitation rather than deep internalisation of values (Pamitasari & Sartika, 2025; J. Radesky et al., 2020). This suggests that the effectiveness of value construction depends not only on the content itself, but also on the quality of parental engagement.

These findings also support Social Learning Theory, which emphasises that children learn through observation and imitation of both direct and symbolic models, including those presented in digital media. In this context, video content functions as a visual stimulus that provides replicable behavioural models. Moreover, character

development requires the integration of cognitive, affective, and behavioural dimensions, which are reflected in the combination of visual, narrative, and textual elements within the analysed content (Suriastini et al., 2025; Tohri et al., 2022). The repetition of these practices within daily routines contributes to the formation of stable behavioural patterns. The analysis further indicates that social media content not only models' behaviour but also constructs a normative framework that shapes expectations of how children's character should be developed through consistent habituation. Consequently, "great child habituation" content positions social media as both a representational and reproductive medium of values, where character is constructed through observable actions reinforced by narratives and symbolic cues, thereby establishing an idealised standard of behaviour (Maisyaroh et al., 2023). Nevertheless, the meaningful internalisation of these values remains contingent upon the role of parents in mediating and contextualising such content within reflective parenting practices.

The representation of routines in content reflects early childhood character formation

The analysis of "great child habituation" content on TikTok and Instagram indicates that routines are not merely presented as daily activities; rather, they function as the primary mechanism for character formation. Routines are constructed as repetitive, structured, and normative practices, thereby establishing a direct link between children's actions and the expected character values.

On TikTok, routines are predominantly represented in a visual and performative manner through short sequences of activities, such as waking up early, making the bed, and assisting parents. This form of representation emphasises learning by doing, in which character is developed through observable and replicable practices (Cheung et al., 2020; Rahma, 2019). In contrast, Instagram presents routines through more reflective and structured narratives, often accompanied by explanations of the purpose of habituation and the intended character values. This distinction suggests that TikTok functions primarily as a medium for visual modelling, whereas Instagram serves as a platform for parental reflection and educational framing. Across both platforms, routines can be understood through three interrelated patterns: as

behavioural structures, as mechanisms of habituation, and as expressions of character identity. These patterns highlight that character formation is not instantaneous but emerges through repeated practices mediated by parent-child interactions within everyday contexts.

Table 2. Representation of Routine and Early Childhood Character Building

No	Types of Routines	Representation in Content	Platform	Character Value	Meaning of Construction
1	Rutinitas pagi (morning routine)	Wake up early, make the bed, take a shower	TikTok	Discipline, independence	Routines form behavioral regularity through repetition and strengthen children's self-regulation (J. S. Radesky et al., 2020)
2	Worship routine	Praying before meals/activities	Instagram	Religious	Spiritual habituation in daily routines contributes to the internalization of religious values, but requires meaning so that it is not mechanical (S. Aisyah et al., 2025; Iswantiningtyas et al., 2024)
3	Responsibilities routine	Tidying up toys, helping parents	TikTok & Instagram	Responsibility, empathy	Habituation of concrete activities effectively forms responsibility through the relationship of actions and consequences as well as social interaction (Dewi & Fajriah, 2025; Rahardi et al., 2023)
4	Self-reliance routine	Putting on your own clothes, preparing a bag	TikTok	Independence	Consistently repeated independent activities strengthen children's self-regulation and confidence (Damayanti et al., 2025; Scotland, 2025; (2023)
5	Social routine	Helping parents, sharing	Instagram	Empathy	Social interaction in family routines plays a role in developing empathy through modelling and emotional responses (Kania et al., 2023;

No	Types of Routines	Representation in Content	Platform	Character Value	Meaning of Construction
					Rochmani, 2022; Saniya & Filasofa, 2025)

The representation of routines in “great child habituation” content on TikTok and Instagram demonstrates that early childhood character formation is mediated through repetitive, structured, and meaningful activities. Routines function not only as daily habits but also as mechanisms for value internalisation, linking actions to specific character outcomes. The findings indicate that morning routines promote discipline and independence, worship routines reinforce religious values, and responsibility-oriented and social routines foster empathy and moral awareness. These results are consistent with prior research (Damayanti et al., 2025) which highlights that habituation based on concrete activities is effective in developing children’s self-regulation and character. However, other studies emphasise that such effectiveness is highly dependent on parental involvement in mediating and assigning meaning to these activities (J. Radesky et al., 2020).

These findings can be further interpreted through Social Learning Theory, which posits that children learn through observation and imitation of behavioural models. In this context, social media content functions as a symbolic model that presents routinised behaviours that can be replicated in everyday life. Through repeated observation and practice, children are able to internalise values, suggesting that the routines portrayed in the content contribute not only to immediate behavioural imitation but also to the development of more stable and enduring character traits (Ott, 2024).

Technology-based Adaptive Parenting Model Design

The findings indicate that habituation practices presented in “great child habituation” content extend beyond merely depicting children’s activities; they also embody parenting modelling patterns that can be adapted into a conceptual framework. Based on these insights, a routine-based adaptive parenting model is proposed, consisting of three core components: behavioural modelling, guided interaction, and positive reinforcement. These components operate within a cyclical

process of repeated habituation, collectively contributing to the development of children's character.

Table 3. Technology-based Adaptive Parenting Model

No	Components Model	Description	Form of Practice	The Role of Parents	Output Character
1	Digital Modelling	Social media content as a source of behavioral examples	Watch your child's routine of content	Curator (select content)	Discipline, independence
2	Interactive Mediation	Parents interpret and guide children	Giving directions, discussions, mentoring	Mediator	Responsibility, religious
3	Reflective Reinforcement	Real-life experience-based reinforcement	Praise and evaluation, reflection	Facilitator & evaluator	Empathy, confidence

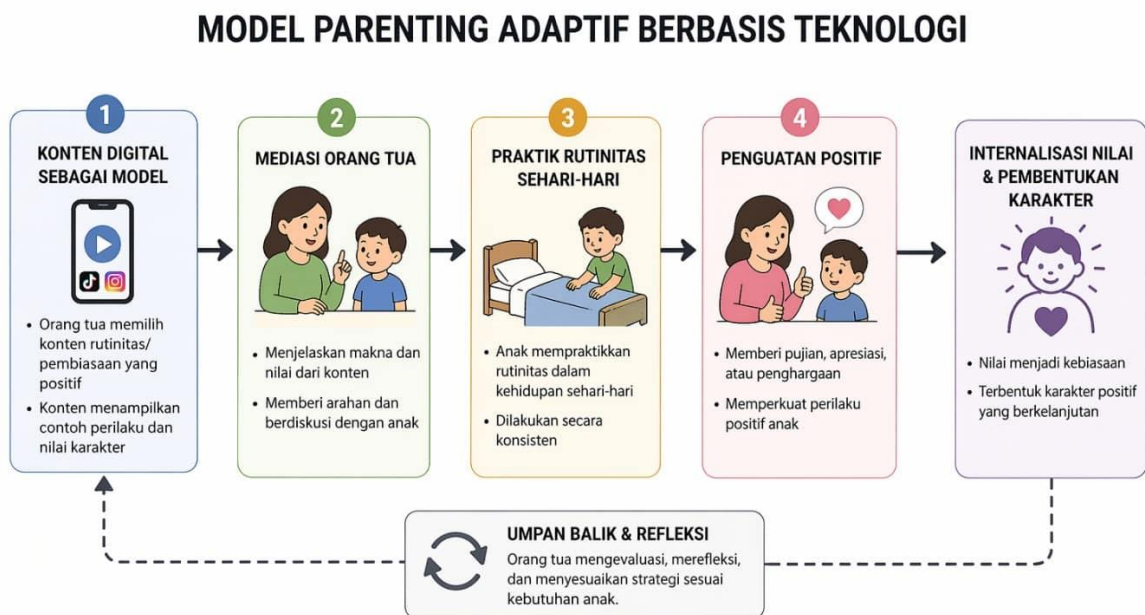


Figure 2. Adaptive Parenting Model

The technology-based adaptive parenting model demonstrates that early childhood character formation in the digital age is inherently shaped by the interaction between media and parenting practices. The findings confirm that digital content can function as a source of behavioural modelling; however, its effectiveness depends largely on the active involvement of parents in mediating and interpreting such

content. This is consistent with Social Learning Theory, which emphasises that learning occurs through observation and imitation of models, including symbolic representations presented in digital media.

Previous studies have shown that the use of digital media in parenting can yield positive outcomes when accompanied by active mediation and meaningful interaction (Budiarti & Dewi, 2023; Fadlila & Sumanto, 2025; Widyastuti & Salsabila, 2023). The model developed in this study extends these findings by positioning technology as an integral component of the character formation cycle, rather than merely an external influence. Accordingly, technology-based adaptive parenting is not limited to monitoring children's media use but also involves optimising digital content as a learning resource that is meaningfully integrated into children's daily routines and habituation practices.

CONCLUSIONS

The findings of this study indicate that the construction of early childhood values and character in "great child habituation" content on TikTok and Instagram is shaped through concrete, repetitive, and meaningful representations of routines. These routines do not merely reflect daily activities; rather, they function as mechanisms for the internalisation of key values, including discipline, independence, responsibility, religiosity, and empathy. This process is facilitated through the integration of behavioural visualisation, reinforcement narratives, and symbolic framing. The study proposes a technology-based adaptive parenting model in which digital content acts as a behavioural stimulus, parents serve as active mediators, and routines function as a bridge in the process of character formation. These findings suggest that early childhood character development in the digital era is not determined solely by the content children consume, but is significantly influenced by how parents mediate, adapt, and consistently reinforce habituation practices within everyday contexts.

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