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**Religiosity Based Student Discipline Management at  
SMP Negeri 1 Gunung Jati**

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**Abstrak**

This study aims to describe religious-based student discipline management at SMP Negeri 1 Gunung Jati. The focus of the research includes planning, implementation, and evaluation of the application of religious values in shaping student discipline. The research method used in this study is qualitative with a Systematic Literature Review (SLR) approach, which involves identifying, evaluating, and combining theories and research results. Data collection techniques used in this study include observation, interviews, and documentation. The results of the study show that the integration of religious values, such as routine religious activities, the habit of polite behavior, and character building, has a significant effect on improving student discipline, especially in terms of attendance, compliance with school rules, and academic responsibility. The evaluation is carried out continuously by the school to ensure the effectiveness of the religiosity program in shaping student discipline. Thus, religiosity-based discipline management has proven to be an effective strategy in creating a positive and character-building school culture.

**Keywords:** *Discipline Management; Religiosity; Student Character; Education*

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## INTRODUCTION

Education is an important aspect of every human life. Through education, individuals become knowledgeable and broad-minded in facing various life challenges. In general, education is an intentional and planned process to help individuals develop their potential, both in cognitive, affective, and psychomotor aspects. Education is not merely a process of transferring knowledge, but also a process of forming character, morals, and personality so that individuals are able to play an active role in social life (Muthoifin, 2013; Dewey, 1916; Republik Indonesia, 2003).

As stated in Law Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess spiritual religious strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, the nation, and the state. This explanation emphasizes that education plays an important role in shaping complete human beings who are not only intellectually intelligent but also possess high moral and social values. Education is obtained at various levels, ranging from primary and secondary education to higher education.

In education, there are many experiences that are highly beneficial for daily life, including learning activities, intellectual development, the development of interests and talents, and especially the application of ethics, norms, the formation of good character, and student discipline. Regarding student discipline, as explained by Fatonah, Faelasup and Mubaidillah (2025), student discipline is one of the important aspects in education that functions to maintain order and the smooth implementation of the teaching and learning process. Student discipline is defined as the level of students' compliance with rules, regulations, and norms that apply in school, which is reflected in their attitudes and behavior during learning activities, arriving at school on time, completing assignments properly, dressing appropriately, and maintaining good attitudes and behavior during lessons (Rohim & El-Yunusi, as cited in Fatonah et al., 2025).

Education at the junior secondary school level plays an important role in shaping students' character and discipline, especially when entering middle adolescence. As explained by Warsito in a 2024 article published by Kemenko PMK, the junior secondary school age is a crucial early stage for strengthening character or a transitional period of identity searching that is very important because it determines the direction of educational pathways as well as the talents and interests being pursued.

Good student discipline conditions not only affect the smooth implementation of the learning process but also contribute to the formation of mentality and a sense of responsibility as the younger generation. In this context, the management of student discipline becomes one of the strategic aspects to be developed in schools.

Discipline in schools will run well through planning, implementation, and evaluation of discipline, which is referred to as student discipline management that is managed optimally. According to Hasibuan (as cited in Rifa'i, 2018), management is both a science and an art in regulating and utilizing human resources and other resources through the processes of planning, organizing, directing, and supervising so that they can be used effectively and efficiently to achieve certain goals.

Based on this explanation, student discipline management is a series of efforts that are planned, organized, implemented, and supervised by the school to form, maintain, and improve students' disciplined behavior in accordance with the rules, norms, and values that apply in the educational environment. This management includes establishing clear regulations, habituating

positive behavior, providing exemplary conduct by teachers, giving rewards and educational consequences, and conducting directed supervision so that students' behavior can be controlled and directed toward discipline in learning, time management, and attitude. In other words, student discipline management is a systematic process to create an orderly and conducive learning environment so that educational objectives can be achieved.

As previously explained, one of the impacts of student discipline is the formation of good character and morals so that students do not violate laws or existing norms. Therefore, religious values or religiosity also play a role in improving student discipline. Religiosity is an inner relationship between a person and God. Religiosity can influence a person's life and the way they act and behave. Religiosity is a very important part of instilling character education in students (Goreta et al., 2021). With religiosity, students can better understand discipline in their lives.

Based on observations during internships or field experience activities at SMP Negeri 1 Gunung Jati, it has been found that SMP Negeri 1 Gunung Jati has implemented fairly good discipline, mainly due to the religious approach that is applied regularly and structurally. Religious values are the main foundation in shaping students' disciplinary behavior. Religious programs such as the dhuha prayer, congregational zuhr prayer, recitation of short surahs, and yasinan are part of the students' daily routine. These habits have a positive impact on discipline, as seen in the increased awareness of students to come to school on time.

Based on the above, PPL students from Islamic universities are interested in conducting research to examine religious-based student discipline management at SMP Negeri 1 Gunung Jati in greater depth. Several things to be studied are how student management is carried out at SMP Negeri 1 Gunung Jati, how student discipline is at SMP Negeri 1 Gunung Jati, what religious activities are carried out at SMP Negeri 1 Gunung Jati, and how student discipline management is implemented at SMP Negeri 1 Gunung Jati.

The purpose of this study is to describe the student management applied at SMP Negeri 1 Gunung Jati, describe the level of student discipline and the factors that influence it, reveal various forms of religious activities carried out as an effort to build student discipline, and describe the implementation of religion-based student discipline management at SMP Negeri 1 Gunung Jati.

## **RESEARCH METHODOLOGY**

This study employed a qualitative research design using a literature study approach. Qualitative research is appropriate for exploring concepts, meanings, and processes in depth, particularly in the field of educational management, where contextual understanding is essential (Creswell & Creswell, 2018). The literature study approach was selected to systematically examine theoretical frameworks and empirical findings related to educational management and administration.

The primary strategy for reviewing the literature followed the principles of the Systematic Literature Review (SLR). SLR is a structured and transparent method for identifying, evaluating, and synthesizing relevant studies to minimize bias and enhance the reliability of findings (Kitchenham & Charters, 2007; Snyder, 2019). The stages of the SLR in this study included: (1) formulating research questions, (2) identifying relevant keywords and databases, (3) establishing inclusion and exclusion criteria, (4) screening and selecting eligible studies, (5) critically appraising the selected literature, and (6) synthesizing the findings narratively. The

documents analyzed consisted of scholarly books, peer-reviewed journal articles, and other credible academic sources relevant to educational management and administration.

In addition to the literature review, empirical data were collected to enrich the contextual analysis. Data collection techniques included observation, interviews, and documentation. Observation was conducted to obtain a direct understanding of the implementation of educational management practices. Semi-structured interviews were carried out with relevant informants to explore their perspectives and experiences. Documentation techniques were used to analyze written records, institutional reports, and policy documents that supported the research focus. The combination of literature synthesis and field data aimed to strengthen the validity of the findings through methodological triangulation (Moleong, 2017; Patton, 2015).

Data analysis was conducted using qualitative data analysis procedures, including data reduction, data display, and conclusion drawing. The synthesis of findings from the SLR and field data was carried out systematically to ensure coherence between theoretical perspectives and empirical realities.

## **RESULTS AND DISCUSSION**

### **A. Student Management at SMP Negeri 1 Gunung Jati**

Management is an activity carried out through a management process that begins with planning, grouping, directing, controlling, and evaluating conducted by a leader. This management process involves decision-making, coordinating activities, and supervising to ensure that resources are utilized optimally in order to achieve the intended goals.

Student management is an effort made to regulate students from the time they enter school until they complete their education. Students receive full attention from educators within the school environment in terms of attire, character, and talents so that their interests and abilities can be developed in accordance with guidance and direction from teachers (Efendi, 2024).

According to Mustari, student management is a service that focuses on regulating, supervising, and providing services to students both inside and outside the classroom, such as orientation, registration, and individual services including the overall development of abilities, interests, and needs until students reach maturity in school (Rifa'i, 2018).

One of the scopes of student management is the development of student discipline. Moeliono, as cited in Rifa'i (2018), explains that discipline means obedience or compliance with rules, regulations, and norms. Thus, student discipline refers to students' obedience to school rules, regulations, and norms.

Based on explanations obtained through interviews, the condition of student management at SMP Negeri 1 Gunung Jati has been running fairly well, in a structured manner, and oriented toward the development of religious character. Student management is reflected in the socialization of rules to students and parents as an initial step in maintaining order, indicating that the school applies a preventive approach before implementing disciplinary actions. Policy implementation is carried out gradually and in a planned manner, followed by consistent supervision by the vice principal along with daily duty officers. This supervision enables the school to identify students who are less optimal in participating in religious activities so that guidance can be provided directly.

In addition, the evaluation conducted shows that religious programs have a positive impact on improving discipline and reducing student violations. Although there are still challenges related to the smooth implementation of programs and limited facilities—such as

the need to expand the prayer room (*mushalla*) to accommodate religious activities like Dhuha prayer or congregational Dhuhr prayer conducted together by a large number of students—the overall student management demonstrates a positive direction, effectiveness, and continuous development in supporting character formation and student discipline.

### **B. Student Discipline at SMP Negeri 1 Gunung Jati**

Discipline is a condition in which students' attitudes, appearance, and behavior are in accordance with the values, norms, and regulations that apply in the school and classroom where they are present (Mustari, as cited in Rifa'i, 2018).

In the educational context, particularly from the perspective of students, discipline refers to an orderly condition possessed by students in school without violations that are detrimental either directly or indirectly to themselves or to the school as a whole (Imron, as cited in Rifa'i, 2018).

Factors influencing student discipline include openness, cooperation, and compliance with rules accompanied by responsibility. Discipline is very important in both formal and non-formal institutions because without it the educational process will not run optimally. The main factors influencing discipline include role modeling, authority, the provision of punishment and rewards, and environmental conditions. Role modeling from teachers, principals, and parents becomes an example that students will imitate, while the authority of educators helps shape obedient and orderly character.

Furthermore, the system of punishment and rewards functions to direct student behavior in accordance with prevailing norms, thereby preventing undesirable habits. The environment—whether family, school, or community—also plays an important role, as a positive atmosphere encourages students to behave in a disciplined manner. These three environments must work together because the responsibility for education does not lie solely with the school, but also with the family and community as primary supporters in shaping disciplined behavior (Rifa'i, 2018).

At SMP Negeri 1 Gunung Jati, discipline has been implemented fairly well. The forms of discipline applied include religious discipline and general discipline, which are interrelated in shaping student character. Religious discipline is reflected in students' obedience in participating in and carrying out routine worship activities such as performing Dhuha prayer every morning, congregational Dhuhr prayer, reciting short chapters of the Qur'an, and participating in Yasin recitation activities every Friday. These habituation activities are conducted regularly until students are able to perform them with self-awareness without being instructed. Discipline is also evident in students' compliance with scheduled religious activities and their active involvement in programs initiated by the school and the education office.

On the other hand, general discipline is reflected in students' ability to comply with school rules, participate in socialization activities that have been conducted, and carry out activities that have become school regulations. All forms of discipline are supervised by the vice principal and daily duty officers, allowing the development of student discipline to be monitored and evaluated continuously. Thus, student discipline is formed through the integration of religious habituation, compliance with school regulations, and consistent supervision by the school.

In addition to supervision by the vice principal and duty teachers, guidance and counseling (BK) teachers play an active role in monitoring students' development and discipline through counseling sessions. Student counseling is conducted by summoning students to the counseling room, where interviews are carried out and advice and solutions are

provided for students who experience difficulties, such as challenges in participating in learning due to certain factors. This counseling process is conducted in several meetings.

### **C. Students' Religious Activities at SMP Negeri 1 Gunung Jati**

Based on the results of observations and interviews with the Principal of SMP Negeri 1 Gunung Jati, there are various religious activities carried out routinely and in a structured manner as an effort to shape students' disciplined character. These activities include:

#### **1. Congregational Dhuha Prayer Activity**

The Dhuha prayer activity is carried out every morning before learning begins. This activity has become a routine that has developed into a culture among students. Initially, students still needed to be reminded and accompanied; however, over time, students have performed the Dhuha prayer independently without needing to be instructed.

#### **2. Recitation of Short Surahs**

The program for reciting short surahs is conducted routinely in the morning as part of religious activities. This program is an initiative of the Education Office implemented in all junior high schools. Through this activity, students not only improve their ability to read the Qur'an but also become accustomed to being close to the Holy Book.

#### **3. Congregational Dhuhr Prayer Activity**

The congregational Dhuhr prayer is carried out in the school prayer room every day. This activity has experienced a significant increase in participation. Students independently perform the congregational prayer without needing to be reminded, indicating the formation of strong worship awareness.

#### **4. Yasinan Activity on Friday Kliwon**

The Yasinan activity is conducted every Friday Legi or Friday Liwon as a form of habituation of local religious traditions. This activity strengthens the spiritual aspect while preserving the religious culture of the local community.

#### **5. Integration through Islamic Religious Education Subject**

In addition to activities outside classroom learning, religious values are also integrated through the Islamic Religious Education (PAI) subject. PAI learning is not only theoretical but also supports the implementation of religious practices that have been programmed by the school.

### **D. Religiosity-Based Student Discipline Management at SMP Negeri 1 Gunung Jati**

Religiosity-based student discipline management at SMP Negeri 1 Gunung Jati is implemented through systematic stages, including planning, implementation, evaluation, and the relationship between religiosity and discipline.

#### **1. Planning**

The planning stage begins by establishing the school's vision and mission to enhance students' faith and piety. This vision is elaborated into concrete missions, such as conducting routine religious activities in the morning and disciplining students who violate the rules. Discipline policies begin with socialization to students and parents to build understanding and support. The school then formulates structured religious activity programs as the foundation for discipline management.

#### **2. Implementation**

The implementation of religiosity-based discipline management at SMP Negeri 1 Gunung Jati is carried out gradually and involves various parties. The vice principal coordinates the program with the assistance of daily duty teachers to supervise religious activities. Supervision is conducted by monitoring students' attendance and participation in religious activities,

allowing teachers to identify less active students and provide guidance. Religious values are applied as part of the school culture integrated into students' daily lives, including polite behavior, time discipline, and responsibility linked to religious teachings.

### **3. Evaluation**

Evaluation is conducted continuously to measure the success of the religiosity program in improving student discipline. Indicators of success include students' independent awareness in carrying out religious activities without instruction, increased student participation in religious activities, improved discipline in attendance and compliance with school regulations, and a decrease in the number of disciplinary violations as worship habits are formed.

Based on observations conducted, several students were found arriving late at school, so they were unable to participate in the congregational Duha prayer activity. For this lateness, the PAI teacher imposed a sanction in the form of reciting Asmaul Husna and short surahs. This indicates the implementation of student discipline.

The religiosity program at the school shows a clear positive impact. Students now perform the Duha prayer independently, and participation in congregational Dhuhr prayer has increased without coercion. The recitation activity also shows high enthusiasm. However, the principal acknowledges that there are challenges, such as weather conditions and lack of facilities. The school plans to improve facilities by expanding the prayer room or building an indoor space so that religious activities can continue to be carried out.

The efforts made by Islamic Religious Education teachers at SMP Negeri 1 Gunung Jati to improve student discipline are quite diverse, including role modeling, habituation, supervision, providing advice, motivation, and punishment. In general, these efforts are in accordance with existing character education concepts. Nevertheless, continuous evaluation and improvement are still needed regarding the effectiveness of each effort undertaken (Sintasari et al., 2024).

### **4. The Relationship between Religiosity and Discipline**

Religiosity plays an important role in shaping students' character and discipline at SMP Negeri 1 Gunung Jati. Religious values such as obedience and responsibility in Islam form the basis of disciplined behavior. Students who are accustomed to praying on time also arrive at school on time and learn to be responsible for academic tasks. A religiosity-based approach in discipline management is more effective because it is intrinsic in nature, where students comply due to spiritual awareness rather than fear of punishment. This is in line with the view that religiosity is very important in students' character education.

The presence of the religiosity dimension within students greatly influences their learning discipline. With an understanding of religiosity, students become more confident in expressing opinions or new ideas that can advance themselves, the school, and their environment. Students who have a high level of religiosity mean that they understand religious principles well (Efendi & Maksum, 2022).

## CONCLUSION

Based on the results of research and discussion regarding religious-based student discipline management at SMP Negeri 1 Gunung Jati, several conclusions can be drawn as follows:

1. **Structured Management System** The implementation of student discipline at SMP Negeri 1 Gunung Jati is carried out through a systematic management process that includes planning, implementation, and evaluation. The planning stage begins with establishing the school's vision and mission, which is oriented towards increasing faith and piety, as well as developing a structured program of religious activities.
2. **Implementation of Religious Activities** Discipline is integrated with various routine religious activities, including congregational dhuha prayers, recitation of short surahs, congregational zuhr prayers, and regular yasinan on certain Fridays. These activities are coordinated by the vice principal and supervised by teachers on duty to ensure active student participation.
3. **Positive Impact on Discipline** A religious approach has proven effective in shaping intrinsic discipline in students. Students' compliance with school rules stems from spiritual awareness and responsibility to God, not merely from fear of punishment. Students who are accustomed to discipline in worship (such as praying on time) show a positive correlation with punctuality in arriving at school and academic responsibility.
4. **Continuous Evaluation and Development** The program is evaluated continuously, with the indicator of success being an increase in students' independent awareness in worship without being told to do so. Although the program has been successful, the school continues to strive to overcome facility constraints, such as plans to expand the prayer room, to support the sustainability of shaping students' discipline.

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