

Efforts To Foster Student Discipline And Character Through A Religious Mentoring Program For Grade X Students at SMK Annuronyah

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ABSTRACT

This study examines efforts to foster disciplined character among Grade X students at SMK Annuronyah through a religious mentoring program. The study focuses on four main aspects: the implementation of religious mentoring, the process of cultivating disciplined character, changes in students' behavior, and the supporting and inhibiting factors influencing program implementation. A descriptive qualitative approach was employed to obtain an in-depth understanding of the mentoring process and its contribution to student character development. The research was conducted at SMK Annuronyah, involving the principal, Islamic Religious Education teachers, the mentoring coordinator, mentors, and Grade X students participating in the program. Data were collected through observation, interviews, and documentation, while data analysis involved data reduction, data presentation, and conclusion drawing. The validity of the findings was strengthened through source and technique triangulation. The findings indicate that religious mentoring functions as a structured mechanism for developing discipline through habituation, personal guidance, continuous monitoring, and reflection. Each mentoring session generally begins with greetings, prayer, and Quranic recitation, followed by brief instructional sessions, discussions, question-and-answer activities, and self-evaluation. Discipline is presented not merely as compliance with school regulations but as an expression of responsibility, respect for time, self-control, and religious awareness. The program contributes to gradual improvements in students' punctuality, readiness to participate, orderly behavior, attentiveness, preparation of learning materials, and willingness to accept corrective feedback. The study also reveals that the effectiveness of mentoring is supported by school leadership, Islamic Religious Education teachers, mentors, stable scheduling, a conducive religious atmosphere, and positive mentor-student relationships. However, differences in student motivation, limited time, procrastination, mobile-device use, peer influence, and habits developed outside school remain challenges. Overall, religious mentoring demonstrates potential as a sustainable character-building strategy when religious values, school routines, consistent supervision, and supportive relationships are integrated into the school culture.

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Introduction

The Secondary education should not be directed solely toward the pursuit of knowledge measurable by numerical grades. In school, students are actually cultivating habits that will carry over into the next stages of their lives. Consequently, character development is an inseparable part of the educational process (Lickona, 1991). Character (akhlak) relates to an inner state that compels an individual to act spontaneously, manifesting in behavior that is consistent and habitual (Ahsanul Aula et al., 2024).

Within the Islamic framework, discipline is not merely a technical rule, but rather a practice of respecting time and responsibility. Surah Al-'Asr, verses 1 to 3, emphasizes,

”وَالْعَصْرِ ﴿١﴾ إِنَّ الْإِنْسَانَ لَفِي خُسْرٍ ﴿٢﴾ إِلَّا الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ وَتَوَّصُوا بِالْحَقِّ وَتَوَّصُوا بِالصَّبْرِ ﴿٣﴾

It means: By time. Indeed, mankind is in a state of loss, except for those who believe, perform righteous deeds, and counsel one another regarding truth and patience. This verse indicates that time must be filled with disciplined action rather than allowed to simply slip away. For students, discipline emerges when small habits such as arriving on time, completing assignments, and refraining from negligence are consistently practiced. Therefore, the cultivation of a disciplined character rests on a strong religious foundation while also holding practical relevance within the classroom (Anwar, 2016).

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At the same time, Islamic education places responsibility at the heart of self-development (Kahfi et al., 2024). The Prophet Muhammad (peace be upon him) said,

”كُلُّكُمْ رَاعٍ وَكُلُّكُمْ مَسْئُولٌ عَنْ رَعِيَّتِهِ

This means that each of you is a leader and will be held accountable for those under your charge. This Hadith emphasizes that discipline is not merely a matter of obeying rules, but rather an awareness that everyone bears a trust. In a school setting, this trust is manifested in how students manage their time, uphold proper conduct, and maintain relationships with both teachers and peers. Religious mentoring serves as a natural venue for instilling such awareness, as learning takes place through counsel, the cultivation of habits, and leading by example (Zuhri et al., 2025).

SMK Annuroniayah serves as a relevant research site because instances of Grade X students arriving late, failing to participate in religious activities in an orderly manner, and inconsistently adhering to school regulations are still observed. These conditions indicate that religious programs do not automatically foster discipline without regular guidance. Mentoring programs need to be positioned as part of a systematic strategy for character and moral development (Mainuddin et al., 2023).

This study is also significant for the Madrasah Ibtidaiyah (Islamic primary school) Teacher Education study program. Although the research was conducted in a vocational high school (SMK),

the methods used to cultivate good habits, guide behavior, and foster discipline remain relevant for prospective Madrasah Ibtidaiyah teachers. Future teachers need to understand that character building is not merely an adjunct to instruction but is integral to the way teachers interact with their students. Against this backdrop, this article aims to describe the implementation of religious mentoring, efforts to foster disciplined character, changes in student behavior, and the factors influencing the program's success (Hidayat, 2012).

Method

This study employs a qualitative, descriptive approach. This approach was selected because the primary objective is to gain an in-depth understanding of the process of fostering disciplined character, rather than quantifying its impact. The data in this study consist of words, actions, and documents illustrating how the religious mentoring program is implemented within the school environment (Sugiyono, 2019).

The research was conducted at SMK Annuroniayah, with the principal, the Islamic Religious Education teacher, the mentoring coordinator, and the Grade X students participating in the program serving as the primary subjects. Informants were selected using purposive sampling because these four groups are directly involved in the planning, implementation, and supervision of the mentoring activities. This composition allows the researcher to capture perspectives from those who organize the program, those who execute it, and those who experience its impact on the ground (Wahyudi, 2023).

Data collection was conducted through observation, interviews, and documentation. Observation was used to monitor the mentoring activities from start to finish, including attendance discipline, how students listened, and their responses to the mentors' guidance. Interviews were used to explore the experiences of the principal, teachers, mentors, and students, while documentation was used to examine activity schedules, program records, school regulations, and evidence of religious activities that had taken place (Ilyas, Y., 2016).

Data analysis was conducted through data reduction, data presentation, and conclusion drawing. Data directly relevant to the research focus were selected first and then organized into a readable narrative to clearly reveal emerging patterns. Data validity was ensured through source and technique triangulation, allowing information from one source to be compared with that from another (Khasanah et al., 2025).

Result

The religious mentoring program at SMK Annuroniayah is conducted in small groups of Grade X students, following a schedule periodically arranged by the school. Each session begins with greetings, a prayer, and a brief Quranic recitation to establish an orderly atmosphere from the outset. Facilitators prepare material tailored to student needs, focusing particularly on proper conduct in learning, responsibility, and the habit of punctuality (Dalimunthe, 2023). Following the opening, the facilitator presents the material using simple language and examples drawn from everyday life. Students are encouraged to respond, ask questions, and share their experiences. This approach transforms the mentoring session into a structured space for dialogue.

Table 1. Findings of Religious Mentoring Program Implementation in Fostering Student Discipline

No.	Implementation Aspect	Findings
1	Mentoring structure	The religious mentoring program is conducted in small groups of Grade X students with a periodically arranged schedule. Small group arrangements allow mentors to provide closer guidance and monitor student development.
2	Opening activities	Each mentoring session begins with greetings, prayer, and Quranic recitation. This routine creates a calm atmosphere and prepares students to participate in the activity with proper attitudes.
3	Learning activities	Mentors deliver materials using simple explanations and examples related to students' daily experiences. Students are encouraged to respond, ask questions, and share their experiences during discussions.
4	Discipline monitoring	Mentors maintain records of student attendance, punctuality, and preparedness. These records are used as a basis for providing advice, reinforcement, and follow-up guidance.
5	Habit formation process	Repeated mentoring activities encourage students to develop discipline through consistent habits, including listening attentively, preparing learning materials, and following activity procedures.
6	Student participation	Students participate through Quran recitation, answering questions, and expressing opinions. Active involvement helps students internalize the values conveyed during mentoring.
7	Guidance approach	Mentors apply a balance between firmness and approachability. Students who make mistakes receive correction through advice and guidance rather than punishment.
8	Adaptation of materials	Mentors adjust discussion topics according to student needs, including responsibility for assignments, communication ethics, punctuality, and daily behavior.
9	Behavioral changes observed	Students gradually show improvements in punctuality, readiness to participate, orderly behavior, and willingness to accept feedback.

No.	Implementation Aspect	Findings
10	Supporting and inhibiting factors	Program implementation is supported by school commitment, mentors, and a consistent schedule, while challenges include different student motivation levels, external habits, and limited time.

The findings presented in Table 1 indicate that religious mentoring functions not only as a religious activity but also as a structured process for developing student discipline. Through repeated routines, personal guidance, and continuous supervision, students gradually develop awareness of responsibility and orderly behavior.

The mentoring process is also supported by the use of relatively stable groups. Small group sizes enable mentors to keep detailed records of students' attendance, punctuality, and preparedness. These records serve as a basis for offering reprimands, reinforcement, or advice during subsequent meetings. This approach is simple yet effective for maintaining continuity in the mentoring process. The religious atmosphere fostered through mentoring influences how students perceive religious activities at school. Students view the reading of the Quran, prayer, and listening to religious teachings as a series of exercises in cultivating personal discipline and orderliness. As the sessions are repeated, students begin to grasp the flow of activities and adapt to the rules without requiring frequent reminders.

The implementation of the religious mentoring program for Grade X students serves as a habit-forming activity that integrates close relationships with mentors, a consistent schedule, and subtle supervision. Discipline is cultivated through small, repeated actions. Regular mentoring sessions train students to monitor their own behavior. They learn when to remain silent, when to take notes, and when to respond. Such consistency lays the foundation for broader discipline.

In small groups, students also have the opportunity to share the challenges they face. Some students admit to frequently arriving late because they help their parents at home, others mention staying up late, and some are not yet in the habit of preparing their school supplies the night before. The supervisor addresses these issues with appropriate advice rather than rigid punishment. This approach treats disciplinary matters as issues requiring guidance. The facilitator acts as both the presenter of material and the one who sets the tone. When students appear restless, the facilitator waits briefly until the class settles down; when students seem hesitant, the facilitator offers encouragement using simple language. This approach helps students feel safe asking questions and reduces the distance between the facilitator and the participants.

The opening comprising greetings, a prayer, and a Quranic recitation establishes a calm atmosphere before the lesson begins. This practice helps students focus their attention, as the session does not start in a rushed manner. The opening serves to signal that the mentoring session is a space intentionally created for cultivating the right attitude. The implementation of mentoring also highlights the importance of tracking attendance and student preparedness. Mentors can identify who arrives early, who is late, and who

needs to be followed up with at the next session. Simple record-keeping of this nature helps establish an organized mentoring routine. Students become aware that their attendance is being noted and recorded, thereby fostering a sense of responsibility.

Through repetitive rhythms, students come to understand that orderliness is essential for activities to run smoothly. Routines that initially feel like mere rules gradually evolve into familiar patterns. Small, consistent changes serve as the starting point for establishing discipline within the school environment. Student involvement in activities such as reciting prayers, answering questions, and offering brief responses prevents passivity. Such engagement is crucial because information that is merely heard tends to be quickly forgotten; conversely, when students are actively involved, the message is more likely to be retained in their memory. In religious mentoring sessions, this participation becomes part of the process of gradually building good habits.

During some sessions, mentors use brief Q&A exchanges to gauge the students' understanding of the message being conveyed. Simple questions such as how to prepare oneself before entering the classroom or how to conduct oneself when arriving late serve as entry points for fostering awareness. The mentoring process also allows mentors to tailor the material to the students' diverse circumstances. Some sessions emphasize proper speech etiquette, while others focus more on responsibility regarding school assignments. Such adjustments are vital because students' needs vary; when the material relates closely to the issues they face, their interest in the activity typically increases.

In addition to maintaining continuity in the material, mentors strike a balance between firmness and approachability. Students who make mistakes are corrected, but this is done without causing them embarrassment. Firmness ensures that rules are respected, while approachability encourages students to be open to feedback. Throughout the process, it is evident that mentors maintain continuity between sessions, linking the current material to the students' experiences from previous meetings. This approach helps students bearing in mind the messages conveyed and viewing mentoring as an ongoing process.

Students develop a sense of responsibility when mentors remind them that their attendance is significant. A single person arriving late can alter the flow of group activities, while one unprepared individual can disrupt the group's focus. This awareness helps students realize that discipline impacts both themselves and others. Mentoring fosters a school culture where orderliness becomes a shared habit. By entering the same room at the same time, following the same sequence of activities, and receiving instructions in a consistent manner, students learn that order is an integral part of social life. Such a culture is vital because discipline flourishes and is reinforced within a consistent environment.

Discussion

The mentoring approach is well-suited to adolescent character building, as students at this age are still in the process of self-discovery (Yola Adelya Azhari et al., 2024). They tend to be sensitive to the examples, feedback, and recognition provided by those they consider close to them (Pridayanti et al., 2022). Consequently, guidance on character and conduct is more readily accepted when delivered in a non-threatening atmosphere a

dynamic that mentoring programs leverage through continuous interaction (Alim et al., 2022). Once the activity concludes, mentors provide space for reflection. Students assess their punctuality, attentiveness, and ability to manage their behavior. This reflection serves as a self-evaluation tool, enabling students to independently gauge their own conduct.

Consistent practice is essential, as character does not develop through explanation alone; students require repetition to transform the concept of discipline into a habit. When every meeting begins with the same procedures, students find it easier to recognize patterns and adapt. This repetition fosters the understanding that orderliness is a natural and expected norm. In practice, mentors link discipline to the responsibilities inherent in being a student (Safira & Alfiansyah, 2023). These responsibilities encompass academic tasks, respect for teachers, relationships with peers, and the effective use of study time. Sitting in an orderly manner, refraining from interrupting others, and preparing oneself before the event begins are all part of character education.

The cultivation of disciplined character is also evident in how school rules are framed as part of learning responsibility. Students are guided to understand the rationale behind requirements such as punctuality, neat attire, and maintaining order during activities. This understanding fosters a more conscious approach to compliance. Variations in behavior demonstrate that change does not manifest identically in every student. Some show rapid progress, others require more time, and some still need ongoing guidance. Such differences are natural, given the diversity of family backgrounds, social habits, and prior experiences (Muhtarom et al., 2025). Consequently, the outcomes of mentoring should be assessed by observing behavioral patterns over an extended period.

During religious activities, some students demonstrate greater earnestness. They no longer attend merely to fulfill an obligation but have begun to engage with the proceedings with undivided attention. This shift indicates that the values being taught are being embraced as part of their personal development. Changes regarding tasks and responsibilities are visible in how students respond to instructions from their mentors. When assigned simple tasks, they are more prepared to carry them out without needing excessive reminders. Some students have also begun to ask clarifying questions when aspects of a task are unclear. Such attitudes reflect a willingness to fulfill their obligations conscientiously.

Beyond punctuality, some students have begun to display a more orderly demeanor during activities. They sit quietly, listen attentively until the end, and avoid frequently leaving or re-entering the room. In the classroom, such changes allow teachers to deliver material more effectively due to reduced disruptions. While this type of discipline may seem simple, it has a direct impact on the learning atmosphere (Ratna Sari et al., 2024). Improvements in discipline are also apparent in the students' readiness before activities begin. They have started preparing their materials in advance, minimizing chatter while the mentor opens the session, and adapting more quickly to an orderly environment. For the school, these changes are significant, as small acts of preparation often influence the smooth execution of larger activities.

Character building regarding discipline through religious mentoring programs is achieved by linking school rules with religious values. Punctuality is understood as an act

of trustworthiness and respect for learning time. Maintaining a neat uniform, sitting in an orderly manner, and being willing to listen to instructions are encouraged as part of proper student etiquette (Hidayatulloh et al., 2024). The implementation of mentoring requires continuous evaluation. Evaluation should not stop at student attendance but must also observe changes in attitude over time. Evaluation results are used to refine approaches, adjust materials, and identify areas that require renewed emphasis.

The use of mobile devices and a tendency to procrastinate can hinder students' readiness to participate in mentoring. Some students arrive lacking focus because they have spent too long away from the core activity. Others may still bring with them habits of talking or joking at inappropriate times. Such obstacles affect the quality of their engagement in the mentoring process. Obstacles often arise from peer influence and habits formed outside of school. Students may appear disciplined during mentoring sessions but become lax when outside of supervision. This situation demonstrates that character building requires support from the broader environment. If habits at home or within social circles do not align with the values instilled at school, the process of behavioral change proceeds more slowly.

Communication among various school stakeholders plays a crucial role. When teachers, mentors, and school management share information, mentoring activities can be conducted without redundancy or conflict. Each party understands the boundaries of their respective roles, leading to more focused character-building efforts. A consistent schedule and a conducive school atmosphere serve as supporting factors. When mentoring takes place at an agreed-upon time, students adapt more easily and do not feel the activity is being sprung upon them unexpectedly. An orderly environment facilitates a quicker understanding of the mentoring messages.

Fostering disciplined behavior requires patience from the mentor. Changes often become apparent only after multiple sessions and repeated practice. Although the process is slow, the results tend to be more enduring than changes forced within a short timeframe. Students who change through the habituation process are more likely to maintain their improved attitude in the long run. Consistent habituation helps students link discipline with personal stability (Yuliandri, 2017). Once they are accustomed to punctuality, readiness to listen, and adherence to rules, they can channel their energy into better learning. The sense of order established through mentoring ultimately supports the entire educational process.

Students who struggle with discipline receive a more personal approach. Guidance is offered privately so that students do not feel humiliated in front of their peers. This approach makes the mentoring process feel more humane, making students more receptive to correction, as the primary focus is on improving their attitude. Mentoring efforts aim to cultivate respect for time. Mentors emphasize that scheduled meeting times must be respected, as they affect many people; lateness disadvantages the individual and disrupts the flow of group activities.

The mentor's role-modeling is evident in how they communicate, enter the room, and address students who lack discipline. Such consistency is crucial, as secondary school students grasp tangible behaviors more readily than lengthy explanations. Observed changes should be viewed as the result of various interacting factors. Mentoring operates

alongside the students' experiences in the classroom, at home, and within their social circles. Consequently, the resulting changes are not uniform; some students progress quickly, others slowly, and some require extra encouragement. Nevertheless, the overall trend toward greater discipline indicates that the mentoring is effective.

At the same time, some students appear more confident when asked to answer questions or express their opinions. This courage is important because discipline requires the ability to speak at the right moment and listen when necessary. Confident students engage more readily in the mentoring process and are more open to feedback. Changes in student behavior are also evident in the reduction of conduct that disrupts activities. Students less frequently talk while the mentor is explaining, move in and out of the room, or delay carrying out simple instructions. As such habits diminish, the atmosphere in the classroom and during mentoring sessions becomes more comfortable, making it easier for teachers to conduct lessons.

During mentoring, religious counsel is offered to reinforce self-control. Values such as patience, responsibility, and honesty serve as the basis for evaluating daily behavior. Discipline is understood as a positive habit stemming from the awareness that one will be held accountable for every action (Firdaus et al., 2025). Follow-up is a crucial component of the guidance process. Once an activity concludes, the mentor needs to review the changes that have emerged and provide additional support to students who are lagging behind. Such evaluations ensure the program functions as a continuous developmental process, allowing obstacles to be identified and addressed incrementally.

Changes in student discipline following mentoring are first observed in punctuality. Students who previously arrived at the last minute begin making an effort to arrive earlier so they do not miss any part of the activities. This habit carries over into the classroom, as they are better prepared for lessons (Ahsanul Aula et al., 2024). Student responses to instructions also shift; they remain calmer while listening to the mentor, avoid interrupting the speaker, and are more willing to admit when they do not understand something. This attitude is significant because discipline entails not only punctuality but also the ability to exercise self-restraint and show respect for the person speaking.

Behavioral changes leading to greater orderliness are also apparent in how students handle school assignments. More disciplined students tend to avoid procrastinating, prepare their supplies more quickly, and are better ready to follow teacher instructions in class. Although these changes are not yet universal among all students, the trend indicates that mentoring contributes to building learning readiness. The program's success hinges on all parties maintaining their commitment. Schools must ensure schedule stability, mentors need to continuously refine their approaches, and students require space to learn from their mistakes. If commitment is sustained, obstacles that initially seem daunting can be gradually mitigated.

The presence of both supporting and hindering factors highlights the need for continuous evaluation. Evaluation cannot be a one-off or sporadic event; it must be integrated into the program's operational rhythm. Regular evaluation allows mentors to identify both successful elements and areas of weakness, enabling strategy adjustments before issues escalate. The success of fostering discipline and character through religious

mentoring relies on the support of the school principal, Islamic Religious Education teachers, and the mentors themselves. Such support lends the program clear legitimacy, ensuring it is not viewed merely as an ancillary activity. When the school provides the necessary space, mentors can more easily manage schedules, prepare materials, and maintain activity continuity (Kurniasih, 2018).

The rapport between mentors and students serves as another key supporting factor. Mentors who understand students' temperaments, habits, and inclinations can more effectively choose the right words when offering guidance. A close relationship encourages students to be more open when discussing the difficulties they face. This demonstrates that effective mentoring requires a balance of warmth and firmness. While a successful program demands time, effort, and patience, schools often face a multitude of simultaneous demands. Poor coordination among school stakeholders can easily lead to schedule disruptions and less incisive evaluations. Therefore, the continuity of the mentoring program must be safeguarded to ensure that the values instilled are not lost if supervision wanes (Gil de Zúñiga et al., 2024).

In certain situations, mentors need to tailor their approach to the diverse backgrounds of their students. Some students are more receptive to verbal advice, others require concrete examples, and some only grasp the message after having time to reflect. These differences demonstrate that character guidance requires flexibility. Families should be viewed as partners in maintaining discipline. Lessons emphasized at school are reinforced when students encounter consistent habits at home. Therefore, character guidance cannot simply end with the mentoring session; open lines of communication are necessary so that parents understand the program's goals and can offer simple support.

Guidance on discipline is further strengthened when the school establishes clear follow-up measures. Students who continue to arrive late or lack orderliness require extra attention in subsequent meetings. Conversely, students who begin to show improvement deserve recognition so that their efforts are valued. Mentoring programs help students understand the direct link between discipline and academic performance. Students who arrive on time do not miss the initial explanations. Those who are prepared and orderly generally find it easier to grasp assignments, as their focus is not distracted by minor issues. This connection illustrates the tangible benefits of character guidance within the school environment.

The program's success depends heavily on how the school values the students' process of change. Since not all students show results at the same rate, guidance must allow for varying paces of development. Students who progress slowly should not be labeled failures, while those who improve quickly need more than just fleeting praise. Guidance regarding discipline cannot be separated from the cultivation of collective habits within the school (Prajoko & Humaedah, 2024). If every classroom upholds the same standards for punctuality, orderly communication, and readiness for activities, students will perceive discipline as an integral part of the school culture. Such a strong culture eliminates the need for constant reminders.

Conclusion

Fostering disciplined character through religious mentoring programs for Grade X students at SMK Annuruniyah demonstrates that discipline develops more readily when religious values, school routines, and the mentor-student rapport are aligned. Mentoring activities provide a space for students to learn orderliness, attentive listening, and self-control within a structured environment. Consequently, mentoring serves both as a religious activity and as a tangible means of character building.

Changes in student behavior are evident in their punctuality, readiness to participate in activities, and a calmer demeanor when receiving instructions. While these changes occur gradually and vary among students, they demonstrate that good habits can be cultivated through consistent guidance. School support, the mentors' role-modeling, and a religious atmosphere serve as the program's primary pillars.

Recommendations include maintaining a stable mentoring schedule, diversifying mentoring methods to prevent student boredom, and helping students understand that discipline is an integral part of character that must be upheld daily. Future research could incorporate parental perspectives or compare this program with those at other schools.

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