



## Implementation of Student Management in Improving Discipline and Religious Character

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### Abstract

#### Keywords:

*Student Management, Discipline, Religious Character*

Student management is an effort to manage students from the time they enter school until they graduate. The discipline and religious character of students are seen from the program run by the student affairs department. The running of student management well has an impact on the attitude of students in everyday life. Schools need to pay close attention to the problems in the school and how to handle them. It is in this context that SMK Muhammadiyah 3 Banjarmasin is used by researchers as a research site. This study aims to determine the implementation of student management in improving discipline and religious character of students as well as knowing the supporting and inhibiting factors in improving discipline and religious character of students at SMK 3 Muhammadiyah Banjarmasin. This research uses descriptive qualitative research with a case study approach. The subjects of this research are the Principal, Head of Student Affairs, Tahfidz Teacher, Counseling Guidance Teacher, Department Teacher and Students. Data collection techniques in this study were observation, interviews and documentation. The results of this study indicate that the implementation of student management in improving discipline and religious character of students at SMK Muhammadiyah 3 Banjarmasin, there are three stages, namely planning, implementing coaching and development and evaluation. In planning, there is a program determination and the formation of a responsible team. In the implementation of coaching and development, there are orientation programs, flag ceremonies, punctuality of students coming to school, congregational prayers and Friday taqwa, muroja'ah Al-Qur'an, Wednesday night routine recitation, tahidz and extracurricular activities. In the evaluation there are semester meetings and incidental meetings and sanctions or punishments. The supporting factors are the principal himself, coworkers and the applicable school rules. The inhibiting factors are the students themselves, the students' families and the bad social environment.

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### Abstrak:

#### Kata Kunci:

*Manajemen Kesiswaan, Disiplin, Karakter Religius*

Manajemen kesiswaan adalah usaha pengaturan terhadap peserta didik dari mulai masuk sekolah sampai mereka lulus sekolah. Kedisiplinan dan karakter religius siswa dilihat dari program yang dijalankan oleh bagian kesiswaan. Berjalannya manajemen kesiswaan dengan baik berdampak kepada sikap siswa dalam sehari-hari. Sekolah perlu memperhatikan sungguh-sungguh permasalahan di sekolah dan bagaimana menanganinya. Dalam konteks inilah SMK Muhammadiyah 3 Banjarmasin yang dijadikan peneliti sebagai tempat penelitian. Penelitian ini bertujuan mengetahui pelaksanaan manajemen kesiswaan dalam meningkatkan disiplin dan karakter religius siswa serta mengetahui faktor-faktor pendukung dan penghambat dalam meningkatkan disiplin dan karakter religius siswa di SMK 3 Muhammadiyah Banjarmasin. Penelitian ini menggunakan jenis penelitian deskriptif kualitatif dengan

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pendekatan studi kasus. Subjek penelitian ini adalah Kepala Sekolah, Kepala Bagian Kesiswaan, Guru Tahfidz, Guru Bimbingan Konseling, Guru Jurusan dan Siswa. Teknik pengumpulan data pada penelitian ini adalah observasi, wawancara dan dokumentasi. Hasil penelitian ini menunjukkan bahwa pelaksanaan manajemen kesiswaan dalam meningkatkan disiplin dan karakter religius siswa di SMK Muhammadiyah 3 Banjarmasin, terdapat tiga tahapan yaitu perencanaan, pelaksanaan pembinaan dan pengembangan dan evaluasi. Dalam perencanaan terdapat penetapan program dan pembentukan tim penanggungjawabnya. Dalam pelaksanaan pembinaan dan pengembangan terdapat program orientasi, upacara bendera, ketepatan waktu siswa datang kesekolah, sholat berjamaah dan jum'at taqwa, muroja'ah al-qur'an, pengajian rutin malam rabu, tahidz dan ekstrakurikuler. Dalam evaluasi terdapat rapat persemester dan rapat isidentil dan sanksi atau hukuman. Faktor pendukungnya yaitu kepala sekolah itu sendiri, rekan kerja dan tata tertib sekolah yang berlaku. Faktor penghambat yaitu dari siswa itu sendiri, keluarga siswa dan lingkungan pergaulan yang kurang baik.

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## **I. INTRODUCTION**

Nowadays, education is an important thing. But in reality there are some problems that occur between the school and students in order to educate them, schools need to pay serious attention to problems in schools and how to handle them. The difference between a peaceful school and a non-peaceful school lies in the presence or absence of school problems in the school. The difference between the two is in the way the problems are managed and handled (Panggabean, 2015). Religious character is very important in human life, because without religious values humans cannot distinguish between good and bad. Disciplinary attitudes in their application, there are several factors that influence disciplinary behavior ranging from knowledge of applicable rules, willingness to obey and comply with existing rules, views and self-assessments of rule enforcement, peer support, to the embedding of a culture of pleasure and feeling at ease when obeying and complying with applicable rules or norms (Mz, 2018).

The occurrence of undisciplined behavior and lack of religious character of students at school shows that there are serious problems in terms of disciplinary character and religious character in students. These factors can be caused by the family environment, socialization and the school itself. The thing that needs to be considered in solving this is how to organize student management. One of the scopes of student management is the guidance and development of students at school in order to become the expected human being (Rifa'i, 2018). The formation of students religious character through several activities and programs that have been planned, implemented and evaluated so that it becomes a school culture. School culture forms the awareness and independence of students in applying religious values, both divine values and human values (Ngadhimah et al., 2023).

Based on research results from Elisa Amanatun Hasanah (Hasanah, 2022), Kholifatun Solikah (Solikah, 2022) and Muhammad Fidri dan Akhmad Syaekhona (Fidri, 2021) from the results of their research on junior high schools

that student management is important to develop students' religious character to achieve the vision, mission and goals set by the school. The most important thing in student management in improving students' religious character is a policy or regulation from the school to control students so that they are not arbitrary in the school and community environment. Research results from Fortuna Yuliandari (Yuliandari, 2021), Erlin Suryani (Suryani, 2023), Iftihah Fina Habibatuzzahro (Habibatuzzahro, 2023) and Nur Laily (Laily, n.d.) that there are several stages in student management to improve student discipline, namely planning student activities in improving student discipline, implementing student activities in improving student discipline and evaluating student activities in improving student discipline. Increased student achievement and reduced violations committed by students are a measure of school success.

This study aims to determine the implementation of student management in improving discipline and religious character of students at SMK 3 Muhammadiyah Banjarmasin. Knowing the supporting and inhibiting factors in improving discipline and religious character of students at SMK 3 Muhammadiyah Banjarmasin. This research was conducted at a vocational high school, because how to deal with students in junior high school is certainly different from how to deal with high school or vocational students. Of course, the purpose of writing is to complete the shortcomings of existing writings.

The approach taken by Vocational High School 3 Muhammadiyah Banjarmasin to improve discipline and religious character of students is a compassionate or family approach and a character approach, with this teacher or education personnel first providing examples or examples for students at school. Although this school is a vocational school, the school requires that school activities be integrated with discipline and religion. All teachers and school staff work together in terms of disciplining students at school. The school, which is located in the middle of an urban area, does not become a reason for the school not to form students at SMK Muhammadiyah 3 Banjarmasin discipline and religious character of students so that the school environment will be better and can support the learning process and is expected to be able to improve and create good behavior and habits to be useful in society later.

## **II. METHOD**

This research method uses qualitative methodology Field research allows researchers to have an in-depth perception of a process (Almeida et al., 2017). The case study approach is to examine participants' perspectives through various interactive tools including participant observation, direct observation, interviews, documents, and additional approaches such as pictures and recordings. The subjects in this study included the principal, the student affairs section, 4 teachers and 3 students. informants who participated in supporting research data were the principal, student affairs section, tahfidz teacher, counseling guidance teacher, department teacher and students. Then, the collected data were analyzed using data reduction techniques for each case at the research location, data presentation, and conclusion drawing. Checking the validity of data validity by paying attention to a) degree of trust such as discussion and triangulation: sources, techniques, time, and theory; b) transferability; c) dependability and d) confirmability.

### **III. RESULTS AND DISCUSSION**

#### **1. Result**

##### **a. Implementation of Student Affairs Management in Improving Discipline and Religious Character of Students at SMK Muhammadiyah 3 Banjarmasin**

In student management is to provide guidance and development of students. This coaching and development of students is carried out so that children get various learning experiences for future provision. In the activities of coaching and developing students, it is here that the discipline and religious character of students are emphasized to be applied to students so that students are accustomed to this discipline and religious character. At SMK Muhammadiyah 3 Banjarmasin, Student Affairs implements several programs to improve discipline and religious character of students.

##### **1) New Student Orientation**

MPLS is usually held around July In the activity there are invited from the TNI, Police, Health to fill the material activities in MPLS. For the last day, the Wakasek invites parents of new students for a socialization of school rules when it is explained about school regulations. We usually hold a routine recitation but for the Wednesday night routine recitation it has not been applied to new students, but from the first day of MPLS we still hold Murojaah together and also before going home, then for congregational prayers it is also mandatory for new students (WK and GB).

During MPLS we got to know more about the school and the character of the teachers. Our activities yesterday were various activities in 3 days such as the introduction of the school environment, the introduction of teachers and there was an introduction to outsiders as well, the meaning of the introduction with outsiders was that the school invited the police and the TNI to provide socialization to us and also on the last day of MPLS all parents of new students were gathered and explained about school regulations (S1, S2 and S3).

##### **2) Flag Ceremony**

We routinely hold flag ceremonies on Mondays, the point of this ceremony is to foster a sense of love for the nation. During the ceremony, advice is also given by the master of ceremonies, as well as training students' discipline to come earlier than usual. The flag ceremony also trains students to dress neatly and completely such as wearing a hat tie. During the ceremony students should not be noisy because the ceremony must be carried out in wisdom and then train student discipline not to move much, they must be in a ready position (KS and WK).

We routinely hold flag ceremonies at school, even like the commemoration of holidays. Usually, every Monday, the teachers have been assigned a theme by Student Affairs, so this teacher conveys what material, for example, cleanliness or bullying. It also trains student discipline during the ceremony and at the same time gives advice as well (GB).

##### **3) Promptness of Students to School**

The regulations regarding the school schedule are 07.00-16.00 (after Asr prayer) on Monday, 07.30-16.00 for Tuesday to Thursday and at 07.30-14.30 (on Friday). So the student arrives no later than 10 minutes after the bell rings. For students who arrive late, they are obliged to report to the picket teacher,

students who are late past the statutory limit can be fined, the fine money is used to help our students who cannot afford it. Students who are late, we must firmly discipline them in order to have a deterrent effect on students not to repeat themselves (WK and GJ2).

Delays are usually due to traffic jams because they go to school together with other school students or people going to work. Some students here are escorted by their parents and some use their own vehicles. If you are late, you must go directly to the picket desk to report that you are late and then write your name in the picket book and also be fined 5000 rupiah and advised by the teacher also if you don't repeat it again, you have to wake up earlier to get ready to go to school. If you want to leave during class hours, you usually have to ask permission from the picket desk and fill out a permission slip (S1, S2 and S3).

#### **4) Congregational Prayer and Juma'at Taqwa**

Zuhr and Asr prayer regulations are mandatory for all students and teachers and bring their own prayer equipment. So there is no reason for men not to pray except for students who are unable to. Furthermore, before entering prayer time or adhan, we have a cultum in the mosque. If there are students who skip congregational prayers, we tell them to pray in the middle of the field alone as an example of the consequences of leaving congregational prayers. Friday taqwa is one of our school programs that runs every 3 months and is filled by teachers at this school, Friday taqwa is held on Friday morning usually (KS and WK).

Every day when it is almost prayer time, there is a teacher in charge of reminding students using a mic or loudspeaker to immediately take ablution water, other teachers also encourage students to go to the mosque quickly if there are students who are lazy. We also have short lectures before entering prayer time in the mosque every time before Zuhr and Asr. Our school's Friday taqwa is held once every three months, held before the KBM usually begins with an opening, recitation of the recitation followed by a lecture and closing. After that, students are given a short break before the class (GT).

#### **5) Muroja'ah Qur'an**

The school routinely holds muroja'ah every day before the first hour of class and during the last hour before going home. Each class is accompanied by their respective teachers. So it is also one of the ways we instill the religious character of students earlier by getting them used to reading the Qur'an. This school prioritizes religious character compared to academic ability as well (WK and GJ1).

All students are required to participate in muroja'ah in their respective classes before the first lesson and before going home muroja'ah again. For example, the teacher who teaches at the first hour is the one who accompanies the class as well as at home so every day it is not certain that the teacher accompanies the same but according to the lesson schedule (S1, S2 and S3).

#### **6) Pengajian Rutin**

Every Tuesday night there is a routine recitation activity in the school mosque for 3-4 classes in turn, namely the implementation of maghrib in congregation, lectures, isya prayers in congregation and then going home. The event is attended by students, homeroom teachers and other teachers. The activity is actually held by the mosque because the congregation or the surrounding community is a little present so the school took the initiative to make a schedule to attend the event and the lecture is filled by a speaker from outside or from our school who also fills in the lecture, it can also be (KS and WK).

Routine recitation every Wednesday night will be divided by the school which class this week will attend the recitation in our mosque accompanied by their respective homeroom teachers. So all classes must get their turn to attend the recitation. The law is mandatory for students because we have to instill religious character as early as possible, which is expected by the school with this program can shape the character of the students (GT).

#### **7) Tahfidz**

This school has a tahfidz program for prospective new students who memorize 1 juz free tuition for 1 year, 2 juz free 2 years and 3 juz free 3 years. For those who memorize more than 3 juz, tuition fees are free while attending school here and free re-registration fees along with all school uniforms. This program is not only for our new prospective students but also for students who start school not memorizing the Qur'an but after attending school here memorizing 1 juz or more can also get the scholarship (KS and WK).

We have a letter of agreement signed by the student and the school, if the student's memorization weakens then we will be forced to stop the scholarship. The tahfidz certificate is given to students who will graduate from this school because every student who will graduate from this school is required to memorize at least juz 30 or juz amma. Therefore, students who graduate from this school will be given a tahfidz certificate (GT).

#### **8) Extracurricular**

The extracurricular activities in this school that are related to discipline are extracurricular activities in the category of state defense and national insight such as paskibra, tapak suci, hizbul wathan and PMR. As for religious character, we have Ahnaful Ahwaz extracurricular activities, which prepare and train students in developing their talents and interests in religious fields such as lectures. The extracurricular trainers in our school are trainers from outside, trainers who already have coaching certificates in accordance with their fields whose expertise has been recognized (WK).

Hizbul Wathan extracurricular is mandatory when class X if class X there are 6 classes then there are 2 classes every week that go down, students who are not present become a requirement for grade promotion. For classes XI and XII, Hizbul Wathan is no longer mandatory, students are free to choose any extracurricular activity, even more than one if they can. The coach is from outside the school so every 2 or 3 times a week comes to school to train extracurricular activities (S1, S2 and S3).

### **b. Supporting and Inhibiting Factors in Improving Discipline and Religious Character of Students at SMK Muhammadiyah 3 Banjarmasin**

The supporting factor is from the leader, namely the principal himself, who has religious activities or other positive things. Another supporting factor is that the teachers here are used to being role models for students so we minimize making mistakes that can trigger students to follow their examples. So the existence of school rules and regulations is a driving force for students to obey the rules because there are clear rules and sanctions imposed if they violate them. We are also here as educators supporting each other with activities related to discipline and religious character (WK and GT).

Inhibiting factors usually come from the students themselves as well, such as violating school rules that are clearly established and repeatedly reprimanded. Other inhibiting factors can be from the family or social environment, for example smoking, skipping class, fighting and if the family

environment, for example, the family has just let what the student wants and when the student is exposed to SP until the parents are summoned but the parents do not fulfill the invitation so we are forced to do a home visit (KS, WK and GT).

## **2. Discussion**

### **a. Implementation of Student Affairs Management in Improving Discipline and Religious Character of Students at SMK Muhammadiyah 3 Banjarmasin**

Learner coaching and development is one aspect of student management. Coaching and development at school is carried out so that children get a variety of learning experiences to equip their lives in the future. Coaching and development of students is a process carried out on students to become human beings who are expected in accordance with the objectives of education, in this case the talents, interests and abilities of students must be optimally developed through curricular and extracurricular activities (Rifa'i, 2018). Based on the results of the study, several student affairs programs were found in improving student discipline and religious character (a) orientation (b) flag ceremony (c) punctuality of students coming to school (d) prayers and Friday taqwa (e) murojaah al-qur'an (f) Wednesday night recitation (g) tahfidz (h) extracurricular.

Orientation at SMK Muhammadiyah 3 Banjarmasin is filled with activities that can improve discipline and religious character of students. Before starting the activity, muroja'ah is held together and before going home, muroja'ah is held again, zuhur and assar congregational prayers are required for all school residents, especially students who attend fortasi to introduce the religious culture that exists at school. Activities to improve student discipline are socialization from members of the TNI and Polri on various socialization themes such as the dangers of smoking, narcotics, promiscuity and others. Another activity is that the student affairs department invites parents of new students to socialize about school rules. Learner coaching can be carried out at the orientation of new students, fostering discipline by producing student attitudes, appearance, and behavior in accordance with the order of values, norms, and provisions that apply (Arifin, 2022). The new student orientation period as a vehicle to socialize religious cultures and religious activities in schools, through reading al-qur'an activities carried out every morning before lessons begin and dhuhur and assar prayers in congregation (Warisno, 2022).

The flag ceremony is held regularly every Monday at SMK Muhammadiyah 3 Banjarmasin, this is one of the efforts to improve discipline and religious character of students because by holding a flag ceremony students are taught to be ready, dress neatly and completely and focus on the message conveyed by the ceremonial coach. The advice or message from the master of ceremonies is one of the ways to improve the religious character of students at school. Improving discipline and religious character can be done through habituation through flag ceremony activities, such as students must attend the flag ceremony solemnly. The teachers and Principal are also an example by always being present on time before the entrance bell rings, and discipline towards the rules by always participating in the flag ceremony on Monday with students (Gustiranda et al., 2022). During the flag ceremony, the master of ceremonies can improve the religious character of students through the mandate in the flag ceremony (Warisno, 2022).

Regulations regarding the punctuality of students coming to school at SMK Muhammadiyah 3 Banjarmasin have previously been socialized to students and parents during new student orientation. By imposing fines and reprimands on students who are late, this can improve student discipline, namely time discipline and reduce students who violate it due to being late for school. With the regulation of punctuality in coming to school, it is also carried out so that students follow the muroja'ah al-qur'an before the KBM in class with other students and teachers who teach. The level of student discipline is seen from the timeliness of students coming to school (Riwana et al., 2021). A student is said to be disciplined in attending school if he is always active in attending school on time, never late. The opposite of this action is those who often come late, do not go to school, commit many violations of school rules, and this shows that the student concerned lacks good school discipline (Arissah, 2018).

The regulation of zuhur and assar prayers in congregation is mandatory for all residents at SMK Muhammadiyah 3 Banjarmasin, before the congregational prayer is held for 3 to 5 minutes a short lecture is also held which is filled by the school teacher. Congregational prayers are carried out to improve the religious character of students, another activity is Friday Taqwa which is held in the morning before KBM every 3 months which is attended by all school residents held in the school field. The activity is the recitation of recitation of the Qur'an followed by a lecture and reading of prayers after that students enter their respective classes. With the existence of congregational prayers and jum'at taqwa can also improve student discipline because students are trained to do ablutions, pray in congregation and attend jum'at taqwa on time. Habituation of congregational prayer if done continuously it will become a character and when the character becomes a child who loves congregational prayer it will become a necessity, and certainly when prayer has become an automatic need without encouragement or orders from anyone then sure every student will automatically carry out congregational prayer (Satriani, 2018). Forming the discipline of congregational prayer in students will be more effective if the teacher is able to motivate or provide examples so that students are disciplined in worship (Al-Latif et al., 2023).

Muroja'ah Al-Qur'an is carried out every day before KBM and after KBM or before leaving school at SMK Muhammadiyah 3 Banjarmasin. Muroja'ah must be followed by all students who are carried out in their respective classes accompanied by the teacher who will teach. Muroja'ah activities are applied to improve the religious character of students and familiarize students to read and memorize the Qur'an. Educational institutions have an important role in improving the ability to read the Qur'an, so that each educational institution can strengthen its role in managing Qur'an learning properly (Thoifah et al., 2021). When students later plunge into society, students can practice the religious culture that has been instilled at school because they have a high religious spirit due to the habituation of religious activities at school (Nahdiyah et al., 2021).

Routine recitation is carried out to increase religious awareness, SMK Muhammadiyah 3 Banjarmasin implements routine recitation which is held every Tuesday night or Wednesday night at the school mosque. This recitation is attended by students per class in turn according to a schedule that has been compiled, the activity is maghrib prayer in congregation followed by a lecture and finally isya prayer in congregation. The activity is accompanied by each homeroom teacher and the performers of the recitation are scholars outside the school environment, Wednesday night recitation is also attended by the local

community. The implementation of routine school recitation has a positive and significant effect on the religious character of students, recitation as a comprehensive and scheduled student character development at school, namely by instilling good character or (habit) through education wrapped in recitation (Ramdani et al., 2023).

The tahfidz program is implemented at SMK Muhammadiyah 3 Banjarmasin with free tuition fees and school uniforms to attract prospective new students who memorize the Qur'an and encourage other students to memorize the Qur'an. Each student is required to memorize at least juz 30 or juz amma which later when they graduate from school will get a certificate of tahfidz juz 30 from the school for each student. The advantages for educational institutions that organize tahfidz programs include being in demand by guardians and students and being given success in organizing the educational process. By participating in the Qur'an tahfidz program, children are not only intellectually intelligent, but also emotionally intelligent and spiritually intelligent (Wahyuni & Syahid, 2019). This tahfidz program can shape the character of students into a person who is virtuous, morally good, and manifests noble character in accordance with the meaning in the Al-Quran (Husna et al., 2021).

Extracurricular activities can help in the process of forming the character and personality of students. SMK Muhammadiyah 3 Banjarmasin has several extracurricular activities that can improve the discipline and religious character of students, extracurricular activities that can improve the religious character of students are extracurricular ahnaful ahwaz, extracurricular activities that can improve student discipline are extracurricular paskibra, tapak suci, hizbul wathan and PMR. The impact of extracurricular activities to improve the disciplinary character of students through extracurricular activities is the reduced level of student offenses, students obeying the rules, students' daily activities on time, queuing culture in various activities (Supiana et al., 2019). There are changes in the attitudes and behavior of students who take part in extracurricular activities, of course, student discipline is formed with extracurricular activities for the better (Nugraha & Rahmatiani, 2017). The implementation of religious extracurricular activities shapes the religious character of students, has a very big influence so that it has a positive impact in helping students to be younger in living Islamic religious values and helping to suppress juvenile delinquency and bad influences for students (Ruslan Gunawan, 2023).

#### **b. Supporting and Inhibiting Factors in Improving Discipline and Religious Character of Students at SMK Muhammadiyah 3 Banjarmasin**

In the implementation of education, discipline and religious character are important to be applied to every student. Religious and disciplinary characters are very important to help students create good behavior and maintain students' intrapersonal relationships. Character education in schools can be through culture or culture and discipline. In creating the realization of this, of course, there are supporting and inhibiting factors in its implementation.

Supporting factors in improving discipline and religious character of students at SMK Muhammadiyah 3 Banjarmasin come from the Principal who establishes rules and supports all positive activities at school, coworkers or fellow teachers play a role in this supporting factor because teachers are role models for students in everyday life in the school environment so teachers must model to students about discipline and religious character. Another supporting

factor comes from the rules or regulations enforced at school because with the rules students who violate will be subject to sanctions in accordance with their actions so as not to repeat them. The inhibiting factor in improving discipline and religious character of students at SMK Muhammadiyah 3 Banjarmasin comes from the students themselves who lack self-awareness to obey school rules, the family is also an inhibiting factor because students who have families who lack attention so that it has an impact on the daily nature of students. Another inhibiting factor is the environment of free association so that students are influenced by friends to do things that violate the rules.

Supporting factors include environmental conditions, the role of teachers and cooperation between school parties (teachers, TU officers, with student guardians). If the supporting factors for strengthening character education through school culture habituation are carried out effectively, it can make all students at school have a religious character (Sofannah et al., 2023). The personal factor of teachers who are good, authoritative, polite and not arrogant, optimistic and fun, then is the motivational factor from the principal given to teachers not only during meetings but also during breaks or when the teacher is not teaching as a builder (Pahlawan et al., 2022).

Meanwhile, inhibiting factors from a less harmonious family environment can be an inhibiting factor in a poor community environment which can also affect student behavior, especially poor student association, such as not wanting to be regulated, fighting and so on which are often carried over to the school environment. Factors within students, namely based on the student's own environment and how the surrounding environment is, can be from the home environment (place of residence), school environment and friends hanging out. The supporting and inhibiting factors for students in the application of disciplinary character and religious character and responsibility are divided into two, namely external factors such as family circumstances, school environment and community circumstances. Then internal factors such as physical condition and psychological condition.

#### **IV CONCLUSION**

The implementation of coaching and student development at SMK Muhammadiyah 3 Banjarmasin through several programs that can improve the discipline and religious character of students, namely orientation, flag ceremonies, punctuality of students coming to school, congregational prayers and Friday taqwa, muroja'ah al-qur'an, Wednesday night routine recitation, tahidz and extracurricular activities. Through this program, the school accustoms students so that they are embedded in students' disciplinary character and religious character. Supporting factors for the implementation of student management in improving students' religious character at SMK Muhammadiyah 3 Banjarmasin are the principal himself, coworkers or other teachers and the applicable school rules. While the inhibiting factors in improving the religious character of students at SMK Muhammadiyah 3 Banjarmasin are from the students themselves, the students' families and the unfavorable social environment.

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