


Implementation of Student Management in Strengthening Students' Religious Character Values

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ABSTRACT

Strengthening religious character among students is one of the important goals of Islamic education and requires strong student management. This study aims to describe the implementation of student management to strengthen students' religious character values at MTs Mambaul Ulum Al-Murtadlo. This research uses a qualitative, case-study approach. Data were obtained through observation, interviews, and documentation, then analysed using data reduction techniques, data presentation, and conclusion drawing. The research results show that strengthening students' religious character values is achieved through the planning, implementation, and evaluation of religious-based student programs. At the planning stage, the madrasah organises various religious activities that align with the school's vision and goals. The program is implemented regularly through activities such as congregational prayers, Quran recitation, istighotsah, and moral development, involving all school members. Evaluation is conducted periodically to monitor the development of student behaviour and as a basis for program improvement. The implementation of student management strengthens students' religious character values, as evidenced by increased discipline, responsibility, adherence to regulations, and the habit of carrying out religious activities in daily life.

Keywords: Character Strengthening, Religious Character, Student Management

INTRODUCTION

Education is a process that plays a vital role in developing students' academic talents and character. The development of religious character is one of the primary objectives that must be consistently fostered in Islamic-based educational institutions.¹ Religious character is the behavior of pupils that is in accordance with religious principles and teachings, such as discipline in worship, honesty, responsibility, and having excellent manners in daily life. Schools, as educational institutions, play a significant role in instilling these values in kids through numerous activities that foster character development.² Character formation in Islamic education is not just via classroom learning but also through habituation and the culture of a religious school. Therefore, schools are required to create an environment that supports the development of students' character, so that students are not only academically successful but

¹ Nur Afni, Aulia Arifa, and Herlini Puspika Sari, "Peran Pendidikan Islam Dalam Membentuk Karakter Siswa Di Era Revolusi Industri 4.0," *Qosim: Jurnal Pendidikan, Sosial, Dan Humaniora* 3, no. 2 (2025): 531–40, <https://doi.org/https://doi.org/10.61104/jq.v3i2.935>.

² Tatik Safiqo and Abdul Ghofur, "Peran Guru Pendidikan Agama Islam Dalam Membentuk Karakter Religius Peserta Didik Di Era Digital," *Jurnal Pendidikan Agama Islam* 04, no. 01 (2025): 81–90, <https://jim.unisma.ac.id/index.php/fai/article/view/16587%0Ahttps://jim.unisma.ac.id/index.php/fai/article/download/16587/12466>.

also have good morals, religious behavior, and awareness of applying religious teachings consistently in their daily lives.³

One of the activities the school can undertake to improve students' religious character is implementing effective, targeted student management. Student management is the management of students, which includes the planning, organizing, implementing, and assessing of various student programs. This management is not only about student administration but also about character building and developing students' potential in academic and non-academic sectors.⁴ Various religious activities can be used in the management of pupils in Islamic education, such as congregational prayers, habituation of reading the Quran, istighosah, and character building for students. These programs are designed to promote positive habits and to increase students' understanding of the urgency of Islamic principles in everyday life.⁵ The success of implementing the religious program is the result of good cooperation among the principal, teachers, homeroom teachers, and all educational staff, so that the development of students' religious character can run effectively, consistently, and sustainably in the school environment.⁶

At MTs Mambaul Ulum Almutadlo, some pupils are still not entirely disciplined in their participation in the school's religious events. There are still some pupils who come late during the congregational prayer, are less involved in Quran reading activities, and still show some behaviors that do not reflect the religious principles, such as a lack of discipline and accountability for school rules. Several factors influence the situation, such as students' limited understanding of the relevance of religious beliefs, the influence of peer surroundings, and the growth of technology and digital media, which shape student behavior. If the situation is not handled correctly and swiftly, the quality of the students' character can deteriorate, and the religious culture in the educational environment can erode. Thus, schools need to build better student management through various religious development programs, so that kids can demonstrate more disciplined, responsible behavior and have high morals in their daily life.

Although previous studies have contributed to explaining the role of student management in strengthening students' religious character, most of them remain descriptive and tend to emphasize the existence of religious programs rather than critically examining how these programs are systematically planned, implemented, supervised, and evaluated.⁷ In addition, earlier research has not sufficiently discussed the managerial process behind religious activities in madrasah, particularly how student management strategies are adapted to the specific needs, culture, and actual character problems of students. Aspects such as the continuity of religious habituation, the involvement of student affairs personnel, the effectiveness of program evaluation, and the contextual challenges faced by madrasahs have also not been explored in

³ Nur Muhammad Sofiyulloh Mujamil and Rudi Ahmad Suryadi, "Upaya Guru Kelas Dalam Membentuk Karakter Religius Dan Disiplin Pada Siswa Kelas VI B SDS Karakter Al-Adzkiya Cianjur," *EDUKASI ISLAM: Jurnal Pendidikan Islam* 12, no. 001 (2023): 727–40.

⁴ Indra Devi, Nur Indri Harahap, and Ali Mustopa Yakub Simbolon, "Implementasi Manajemen Kesiswaan Di SMAN 1 Tigo Nagari," *Al-Marsus: Jurnal Manajemen Pendidikan Islam* 1, no. 1 (2023): 30, <https://doi.org/10.30983/al-marsus.v1i1.6454>.

⁵ Muhammad Haikal Husaini, Ita Nurmalasari, and Mohamad Madum, "Manajemen Kesiswaan Dalam Pembinaan Karakter Religius Peserta Didik," *Jurnal Manajemen Pendidikan* 14, no. 01 (2026): 332–42, <https://doi.org/https://doi.org/10.33751/jmp.v14i1.69>.

⁶ Zulfikar Ihkam Al Baihaqi, Adi Haironi, and Hilalludin Hilalludin, "Strategi Guru Pendidikan Agama Islam Dalam Membentuk Karakter Religius," *Al-Ihda': Jurnal Pendidikan Dan Pemikiran* 19, no. 1 (2024): 1290–95, <https://doi.org/10.55558/ali-hda.v19i1.122>.

⁷ Zakiyatul Fakhroh and Lukman Hakim, "Implementasi Manajemen Kesiswaan Dalam Pembentukan Kecerdasan Emosional Siswa Melalui Budaya Religius Di MTsN 15 Jombang," *Jurnal QOSIM: Jurnal Pendidikan Sosial & Humaniora* 3, no. 3 (2025): 1111–23, <https://doi.org/10.61104/jq.v3i3.1417>.

depth.⁸ Therefore, this study positions itself as a more specific investigation that examines student management not merely as an administrative function, but as a strategic managerial process in developing students' religious character at MTs Mambaul Ulum Almutradlo. This position is expected to clarify the research gap and strengthen the study's novelty in the context of religious character development in madrasahs.

This research is vital because enhancing the religious character is one of the most important factors in education today. Schools are not only responsible for enhancing students' academic achievements but also for developing students' attitudes, morals, and behaviors in line with religious principles and societal norms.⁹ This research aims to gain a deeper understanding of the implementation of student management in strengthening the religious character of students at MTs Mambaul Ulum Almutradlo. The research includes the planning, implementation, and evaluation of religious programs at MTs Mambaul Ulum Almutradlo. Moreover, this research was undertaken to identify the supporting and inhibiting factors in the implementation of the religious guidance program for students. The results of this study are expected to be used as evaluation material and input for the school in improving the quality of student management so that the formation of the religious character of students can run more effectively, consistently, and sustainably, so that a religious school environment is built and supports the development of positive student behavior.¹⁰

RESEARCH METHOD

This research applies a qualitative, case-study approach to examine the implementation of student management to strengthen students' religious character. A qualitative approach is used because this research focuses on understanding phenomena in depth, in line with the natural conditions in the field. Sugiyono explains that qualitative research aims to understand social phenomena in real-world conditions. The case study research was chosen because the study was conducted in a specific location, allowing the researcher to analyse the phenomenon in more detail and contextually.¹¹ The research was conducted at MTs Mambaul Ulum Almutradlo, a site selected for its academic relevance. The institution features a flagship religious program that integrates religious activities into students' daily routines, making it an ideal setting for examining the formation of religious character. Furthermore, the institution faces specific character-related challenges, particularly regarding discipline, responsibility, and the consistency of the application of religious values, which warrant investigation. Additionally, as an Islamic educational institution, it strives to combine academic learning with the development of religious and moral dimensions. Thus, this location was chosen because it offers a representative and significant case study for analyzing student management practices aimed at strengthening students' religious character.

⁸ Hafida Sepira, "Internalisasi Karakter Religius Melalui Sistem Manajemen Kesiswaan Di SMA Negeri 1 Indralaya," *Unisan Jurnal: Jurnal Manajemen Dan Pendidikan* 3, no. 3 (2024): 552–58, <http://journal.an-nur.ac.id/index.php/unisanjournal/article/view/2422%0Ahttps://journal.an-nur.ac.id/index.php/unisanjournal/article/download/2422/1769>.

⁹ Teti Ratnawulan and Nurul Juliana, "Peran Manajemen Kesiswaan Dalam Meningkatkan Kedisiplinan Siswa Di Mts Yasipa," *Jurnal Tahsinia* 6, no. 1 (2025): 38–48, <https://doi.org/https://doi.org/10.57171/jt.v6i1.625>.

¹⁰ Deni Hidayah, Nana Herdiana Abdurrahman, and Universitas Islam Nusantara, "Manajemen Kesiswaan Berbasis Pendekatan Emansipatoris Dalam Meningkatkan Kedisiplinan Siswa SMP," *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)* 6, no. 2 (2026): 1063–80, <https://doi.org/https://doi.org/10.53299/jppi.v6i2.4067>.

¹¹ Indah Sri Annisa and Elvi Mailani, "Analisis Faktor Penyebab Kesulitan Siswa Dalam Pembelajaran Tematik Dengan Menggunakan Metode Miles Dan Huberman Di Kelas IV SD Negeri 060800 Medan Area," *INNOVATIVE: Journal Of Social Science Research* 3, no. 2 (2022): 6469–77, <https://j-innovative.org/index.php/Innovative%0AAnalisis>.

In this study, data were collected through observation, interviews, and documentation to obtain comprehensive and in-depth information. Informants were selected using a purposive sampling technique based on their direct involvement in the planning, implementation, and evaluation of student religious activities at the school. The research informants consisted of a school principal, a vice-principal for student affairs, four teachers, and five students. Observations were conducted over a four-week period, including direct monitoring of students' religious activities such as congregational prayers, Quran recitation, and other character-building activities. Interviews were held with the principal, the vice-principal for student affairs, teachers, and students to gather information regarding the management practices aimed at strengthening students' religious character. Each interview session lasted approximately 30 minutes and focused on management processes, implementation challenges, and the perceived impact of the religious character-building program. Additionally, documentation, including activity photographs, school religious program schedules, student regulations, and other supporting documents, was used to supplement the research data. Data analysis in this study follows the Miles and Huberman model, which comprises data reduction, data presentation, and conclusion drawing.¹² These stages are carried out to organise the data systematically, making it easier for researchers to understand the results and draw conclusions aligned with the specified research focus.

RESULT AND DISCUSSION

The thematic analysis identified three major themes, namely (1) planning religious programs, (2) implementation of religious activities, and (3) continuous evaluation.

Planning of Student Programs Integrated with Religious Values

Based on research data, student programs at MTs Mambaul Ulum Al-Murtadlo are planned by applying religious values across various student activities at the school. The program planning is carried out through coordination meetings involving the madrasa's head, the deputy head of student affairs, teachers, and activity supervisors. The planned program includes congregational prayers, reading the Qur'an before lessons begin, istighotsah, and character building for students. The head of the madrasa stated that: "This religious program has been prepared since the beginning of the academic year to ensure that activities run smoothly and align with the goal of character development for the students."

The program was developed with consideration of the madrasa's vision and the students' needs in developing religious character. In addition, the program is designed for students' conditions, enabling its implementation to proceed optimally and in accordance with the objectives. Well-structured planning enables religious activities to be carried out regularly as part of students' daily school activities. Based on the research findings, activities such as congregational prayers and Quran recitation are carried out every day before and after the learning process, thereby habituating students to apply positive behaviours in their daily lives. The supervising teacher explained that the program's success is not determined solely by school rules but is also influenced by teachers' involvement in setting an example for students. One teacher stated: "Teachers must also set a good example so that students can more easily apply religious values in their daily lives."

In addition, students appeared to be actively participating in the school's scheduled activities. The findings indicate that the religious program is not only planned administratively but also implemented in the students' daily activities. With routine practice, students become

¹² Qomaruddin Qomarudin and Halimah Sa'diyah, "Kajian Teoritis Tentang Teknik Analisis Data Dalam Penelitian Kualitatif: Perspektif Spradley, Miles Dan Huberman," *Journal of Management, Accounting and Administration* 1, no. 2 (2024): 77–84, <https://doi.org/10.52620/jomaa.v1i2.93>.

more accustomed to performing religious activities and to understanding the importance of discipline and responsibility in daily life.

Table 1. Religious Based Student Program

No	Religious Student Program	Implementation Time Activity	Objectives	Character Values Formed
1	Congregational Dhuha Prayer	Every Morning	Get students used to worship	Disciplined and religious worship
2	Nadzoman Reading	Daily	Strengthens students' spirituality	Tawakal and religious
3	Congregational Midday Prayer	Every Afternoon	Instills discipline in worship	Discipline and togetherness
4	Istighotsah and Collective Prayer	Every Sunday	Strengthens students' spirituality	Tawakal and religious beliefs
5	Khotmil Qur'an	Once a Month	Familiarize students with the Al-Qur'an	Religious and responsible

The table above shows various religious-based student programs implemented at MTs Mambaul Ulum Al-Murtadlo to shape students' religious character through routine, continuous habituation activities. The deputy head of the student affairs department explained that religious activities are included in students' daily and weekly schedules to ensure their implementation is more orderly. The supervising teacher also stated that the habituation of religious activities is carried out gradually so that students can participate more disciplinedly. He conveyed that: "This religious activity is scheduled so that students become accustomed to performing worship regularly".

The religious student programs presented in the table indicate that each activity is designed not merely as a routine, but as a structured strategy for character formation. The Dhuha prayer is performed every morning because daily repetition helps students develop worship discipline, spiritual awareness, and consistency in beginning school activities with religious values. Meanwhile, Istighotsah and collective prayer are held weekly to strengthen students' spirituality, togetherness, and reliance on Allah through regular collective reflection. Other activities, such as Nadzoman reading, congregational midday prayer, and Khotmil Qur'an, also contribute to character building in specific ways. Nadzoman reading strengthens religious understanding and tawakal, congregational midday prayer trains discipline and togetherness, while Khotmil Qur'an familiarizes students with Qur'anic values and encourages responsibility in maintaining religious practices. Therefore, each program contributes to the formation of religious, disciplined, responsible, and spiritually grounded student character through habituation, collective practice, and continuous moral guidance.

Students reported that the daily religious activities make them more accustomed to discipline and better understand the importance of religious values in daily life. The situation reflects strong collaboration between the school and the students in fostering a religious school atmosphere. The program, designed in a structured manner, also helps students to cultivate positive behaviour and foster a sense of responsibility in participating in various school activities. In addition, the research results show consensus among the madrasa's head, teachers, and students on the importance of planning religious programs to shape students' character. Most informants explained that religious activities have become a regular, purposeful part of school culture, such as congregational prayers, Quran recitation, and istighotsah activities. In

addition, teachers' involvement in accompanying students during activities plays an important role in the program's success. One student stated, "Religious activities at school make us more accustomed to being disciplined and valuing prayer time."

The statement illustrates that religious activities have a positive influence on students' behaviour in the school environment. By implementing programs continuously, students become more accustomed to carrying out religious activities and applying religious values in their daily lives. Based on the overall results, it can be concluded that the planning of student programs integrated with religious values can positively influence students' character formation. The program, systematically organised, helps create a more disciplined and religious school environment. In addition, involving all teachers in supervising activities makes the program implementation more effective and consistent. The daily habituation of religious activities also helps students build a sense of responsibility, discipline, and adherence to school rules. The deputy head of the student affairs department stated that: "The religious program is designed so that students become accustomed to carrying out religious activities in their daily lives."

Thus, the systematic planning of programs not only facilitates the smooth running of school activities but also influences the continuous formation of students' religious character within the madrasah environment.

Implementation of Student Activities Consistently and Participatively

The consistent and participatory implementation of student activities is an effort to run student programs regularly and sustainably by involving all members of the school at MTs Mambaul Ulum Al-Murtadlo. One of the activities carried out every day is congregational prayer, which helps instil religious values and discipline among students. Based on observations, the students participate in this activity in an orderly manner according to the schedule set by the madrasah. The Deputy Head of Student Affairs stated that: "The congregational prayer activities are held every day so that students become accustomed to discipline and can apply religious values in their daily lives."

In addition to the students, teachers and student advisors also accompany them during the activities. The presence of teachers during the activity provides students with a direct example of the importance of discipline and responsibility in performing worship. With daily practice, religious activities become part of the school culture, consistently applied in students' daily lives.



Figure1. Implementation of Students' Congregational Prayer

Figure 1 illustrates the habituation process whereby daily congregational prayer serves as a practical mechanism for cultivating discipline, responsibility, and collective religious identity. Based on the observation documentation, the students performed congregational prayers in an orderly and disciplined manner in the school prayer room. All the students

participated in the congregational prayer together, so the activity proceeded in an orderly manner. The supervising teacher explained that religious activities are always accompanied by a teacher so that students become accustomed to performing their worship on time. One of the teachers stated that: "Congregational prayers are mandatory activities that are always supervised so that students become accustomed to being disciplined in worship."

Through continuous habituation, students become more disciplined and accustomed to performing worship together in the school environment. The implementation of religious activities at school involves the active participation of all students in every program conducted. Students are not only participants but also given responsibilities to assist with the implementation of activities through student organisations or religious activity committees. The deputy head of student affairs explained that student involvement in school activities aims to cultivate a sense of responsibility and cooperation among students. He stated that: "Students are directly involved so that they learn to be responsible and active in school activities."

In addition, students admitted that involvement in religious activities made them more confident and more accustomed to working together with their peers. These conditions indicate that religious activities not only shape students' religious character but also foster a sense of responsibility, togetherness, and social concern within the school environment. Field findings also indicate a pattern of discipline and togetherness among students during the implementation of religious activities. Students were seen participating in the activities in an orderly manner without displaying any behaviour that would disrupt the worship. The teachers also appeared to be actively supervising and accompanying the students to ensure the activities were conducted in accordance with the school's established rules. One of the supervising teachers stated that: "The teachers always provide guidance so that the students participate in the activities in an orderly and disciplined manner."

In addition, students seem accustomed to following the school's worship implementation rules. This shows that routine habituation affects students' behaviour in their daily lives. Through religious activities conducted together, students learn to value time, adhere to rules, and maintain order in the school environment. Based on research data, the consistent and participatory implementation of student activities has a positive impact on the formation of students' religious character at MTs Mambaul Ulum Al-Murtadlo. The daily habituation of religious activities helps students get used to performing worship on time and adhering to school rules. In addition, teacher involvement in accompanying the activities is an important factor in the success of the religious program at school. One of the students stated that: "If the congregational prayers are held every day, we become more accustomed to being disciplined and feel something is missing if we don't participate."

That statement shows that continuous habituation can positively influence students' behaviour. By implementing religious activities regularly, students become more disciplined, responsible, and accustomed to applying religious values in both the school environment and their daily lives.

Continuous Evaluation and Guidance in Strengthening Religious Character

The evaluation indicators in this study include discipline, responsibility, religiosity, and students' observable behavioral development during school religious activities. Discipline indicators refer to students' punctuality in attending religious programs, consistency in performing congregational prayers, compliance with school rules, and regular participation in Quran recitation and other religious routines. Responsibility indicators are reflected in students' willingness to carry out assigned duties, maintain cleanliness and order during religious activities, and show commitment to completing school obligations. Religiosity indicators include students' awareness of worship, respect for religious values, polite interaction with teachers and peers, and the internalization of moral values in daily behavior.

These indicators were assessed through behavioral observation techniques, including direct observation during religious activities, teacher notes on students' participation and conduct, and informal monitoring of students' attitudes in the classroom and school environments.

Continuous evaluation and guidance in strengthening religious character are a school's steps to assess and simultaneously improve the implementation of religious programs, so that the goal of character development for students can be achieved effectively. The evaluation process assesses the level of discipline, participation, and the development of students' religious attitudes during various religious activities at school. Through these activities, the school can identify the various obstacles that arise, enabling continuous improvement and follow-up. The student affairs supervisor explained that evaluations are conducted to assess students' behavioural development after participating in various religious programs implemented by the school. He stated that: "Evaluations are conducted regularly to monitor students' development, especially in terms of worship discipline and adherence to school regulations."

In addition to conducting evaluations through direct observation, the school also implements continuous guidance through advice, mentoring, and personal approaches to students. The guidance can help students understand the importance of applying religious values in their daily lives. In the evaluation process, the school utilises various supporting data, such as student development records, activity reports, and communication with homeroom teachers, to understand changes in students' attitudes and behaviours during their participation in the school's religious program. Through routine evaluations, the school can monitor students' character development and determine the most appropriate guidance steps based on their needs. The deputy head of student affairs explained that the evaluation results serve as the basis for determining follow-up guidance for students. He stated that: "The evaluation results are used to monitor student development and determine the most appropriate form of guidance."

Guidance is provided to all students, both those who have shown positive development and those who still require special assistance. Students who have been disciplined will continue to be guided to maintain those good habits, while students who are still lacking in discipline will receive more intensive direction and supervision. Thus, evaluation is not only used as an assessment activity but also serves as a means of improvement in the formation of students' religious character.

Table 2. Recap of Evaluation and Development of Student Religious Character

No	Evaluation Indicators	Achievement in Percent (%)			
		2022	2023	2024	2025
1	On-time attendance	82	85	88	92
2	Participation in congregational prayers	78	82	86	90
3	Habit of reading the Qur'an	75	80	84	89
4	Compliance with regulations	80	83	87	91
5	Manners	81	84	88	93
6	Participation in religious activities	77	81	85	90

The data in the table shows an increase in student discipline and religious character over the past four years. The table indicates a consistent increase in all evaluation indicators from 2022 to 2025, suggesting that the school's religious character-strengthening programs have contributed positively to students' behavioural development. The most notable improvements were found in the habit of reading the Qur'an, which increased from 75% to 89%, participation in religious activities from 77% to 90%, and participation in congregational prayers from 78% to 90%. These increases indicate that daily Qur'an recitation, congregational prayer routines,

religious mentoring, and scheduled Islamic activities were among the programs that contributed most significantly to the development of students' religious character. Teacher-related factors also played an important role, particularly through teachers' role modelling, continuous supervision, reminders, and active involvement in guiding students during religious activities. In addition, habit-forming factors, such as repeated practice, structured routines, peer influence, school regulations, and a supportive religious environment, helped internalize discipline, responsibility, manners, and religious awareness among students.

Therefore, the four-year improvement shown in the table can be understood as the result of integrated religious programs, teacher guidance, and continuous habituation within the school environment. The deputy head of the student affairs department stated that: "The improvement occurred because the school continues to conduct regular evaluations and guidance for the students." From the interview results, it was found that students are beginning to get used to participating in the school's religious activities. Regular activities influence students' behaviour, making them more disciplined and responsible. This shows that regular, continuous evaluation and guidance can positively impact students' religious character development in the school environment. In addition, students are also beginning to show more active participation in various religious activities organised by the school. This condition shows that the habituation of daily religious activities can influence students' behaviour. Through consistent guidance, students become more accustomed to performing religious practices, obeying school rules, and maintaining polite behaviour toward teachers and other classmates.

This research shows that implementing student management through religious activities has a positive impact on students' character formation at MTs Mambaul Ulum Al-Murtadlo. Activities such as congregational prayers, Quran recitation, and moral education are regularly carried out, helping students habituate themselves to practising religious values in their daily lives.¹³ This finding can strengthen the research's results¹⁴, which show that religious-based student programs can shape students' character through continuous habituation. In character education theory, it is explained that instilling religious character is not sufficient through classroom learning alone, but must be realised through direct practice in the school environment.¹⁵ A religious school culture also influences the formation of students' attitudes of discipline, responsibility, and politeness. This research places greater emphasis on the role of student management in organising, implementing, and evaluating religious programs to ensure their consistent operation within the madrasah environment¹⁶

The regular implementation of religious activities also increases students' discipline in carrying out school activities and daily worship. Programs conducted according to schedule help students become more accustomed to following rules and being responsible for the activities they participate in Sari and Saleh.¹⁷ The research findings Erfani and Ulum indicate

¹³ Nada Shofa Lubis, "Pembentukan Akhlak Siswa Di Madrasah: Kontribusi Lingkungan Sekolah, Kompetensi Guru, Dan Mutu Pendidikan," *Jurnal Pendidikan Agama Islam Al-Thariqah* 7, no. 1 (2022): 137–56, [https://doi.org/10.25299/al-thariqah.2022.vol7\(1\).8847](https://doi.org/10.25299/al-thariqah.2022.vol7(1).8847).

¹⁴ Fahriza Hilmi and Wahdan Najib Habiby, "Strategi Menanamkan Karakter Religius Dan Kejujuran Dalam Pembelajaran Daring Di Sekolah Dasar," *Jurnal Elementaria Edukasia* 6, no. 2 (2023): 983–96, <https://doi.org/10.31949/jee.v6i2.5302>.

¹⁵ Ridma Diana and Sugiharto Sugiharto, "Strategi Guru Pendidikan Agama Islam Dalam Membangun Karakter Religius Peserta Didik Di Era Globalisasi," *Al-Madrasah Jurnal Pendidikan Madrasah Ibtidaiyah* 8, no. 2 (2024): 525, <https://doi.org/10.35931/am.v8i2.3367>.

¹⁶ Khoirotul Izzah and Lailatul Magfiroh, "Strategi Inovatif Manajemen Kesiswaan Dalam Mengelola Disiplin Siswa Melalui Tim Penegak Di Sekolah Dasar," *Attaqwa: Jurnal Ilmu Pendidikan Islam* 21, no. 1 (2025): 28–43, <https://doi.org/10.54069/attaqwa.v21i1.798>.

¹⁷ Dayu Intan Sari and Muhamad Saleh, "Implementasi Pelaksanaan Tata Tertib Sekolah Terhadap Peningkatan Perilaku Disiplin Belajar Siswa SMP Negeri 4 Tomia Implementation of School Regulations to

that the involvement of teachers, the head of the madrasah, and the student affairs department is an important factor in shaping students' religious character.¹⁸ These findings are also supported by research Rahmad, which explains that the success of an educational program is influenced by the cooperation of all school elements in fulfilling their duties and responsibilities.¹⁹ With effective coordination, a conducive learning environment can be created, enabling the religious character development program to run optimally. This condition is evident at MTs Mambaul Ulum Al-Murtadlo when teachers are directly involved in accompanying students in religious activities, allowing the program to be implemented more orderly and directed.

Nevertheless, the process of shaping students' religious character still faces several obstacles that affect the program's implementation at school. These obstacles include the influence of the social environment, technological development, and the lack of awareness among some students in participating in religious activities.²⁰ This condition aligns with research Lubis,²¹ which shows that social media and peer environments can influence changes in student behaviour. In the theory of adolescent development, it is explained that the surrounding environment significantly influences the formation of students' character. Students who receive less supervision are more easily influenced by negative behaviour from outside the school.²² Therefore, continuous supervision and guidance are essential to ensure that students remain aware of and apply religious values. This study shows that these obstacles can be overcome through a well-structured student program and consistent guidance provided by the school.²³

The improvement in students' religious character and discipline results from the habituation to daily religious activities in the madrasah environment. Activities such as congregational prayers, reading the Qur'an, and moral guidance have become part of students' routine, making it easier for religious values to be ingrained in their behaviour. In addition, supervision from teachers and the student affairs department helps students be more disciplined in participating in school-set activities.²⁴ A school environment that supports a religious culture is also an important factor in the success of character formation among students. When all members of the school community practice religious habits together, students will find it easier

Improve Student Discipline Behavior at SMP Negeri 4 Tomia,” *Mores: Jurnal Pendidikan, Moral Dan Kewarganegaraan* 3, no. 2 (2025): 121–35, <https://doi.org/https://doi.org/10.36709/mores.v3i2.47>.

¹⁸ Ahmad Faqih Erfani and Moh Ulum, “J-Symbol: Jurnal Magister Pendidikan Bahasa Dan Sastra Indonesia,” *J-Symbol: Jurnal Magister Pendidikan Bahasa Dan Sastra Indonesia* 13, no. 2 (2025): 1008–18, <https://doi.org/https://doi.org/10.23960/J-Symbol ANALISIS>.

¹⁹ Wahyu Basuki Rahmad and Asriana Kibtiyah, “Pembentukan Karakter Religius, Disiplin, Dan Tanggungjawab Melalui Kegiatan Tahfidzul Qur’an Di SD Islam Roushon Fikr Jombang,” *At-Taqwa: Ilmu Pendidikan Islam* 18, no. September (2022): 31–52, <https://doi.org/https://doi.org/10.54069/attaqwa.v18i2.255>.

²⁰ Lia Rif’atul Muna and Puspo Nugroho, “Analisis Program Keagamaan Dalam Membentuk Karakter Religius Siswa Di Sd Bustanu ‘Usyasyaqil Qur’an Demak,” *EBTIDA’: Jurnal Pendidikan Dasar Islam* 5, no. 1 (2025): 511–26, <https://doi.org/https://doi.org/10.33379/ebtida.v5i1.7173>.

²¹ Lubis, “Pembentukan Akhlak Siswa Di Madrasah: Kontribusi Lingkungan Sekolah, Kompetensi Guru, Dan Mutu Pendidikan.”

²² Firda Nuriyah and Didit Darmaawan, “Pengaruh Perhatian Orang Tua Terhadap Karakter Siswa Setingkat Menengah Pertama,” *Jurnal Media Akademik* 2, no. 12 (2024): 3031–5220, <https://doi.org/https://doi.org/10.62281/v2i12.1407>.

²³ Husaini, Nurmalasari, and Madum, “Manajemen Kesiswaan Dalam Pembinaan Karakter Religius Peserta Didik.”

²⁴ Nia Anggraeni, Elan Sumarna, and Nurti Budiyantri, “Strategi Guru Dalam Membina Akhlak Mulia Pada Siswa Di Sekolah,” *Thawalib / Jurnal Kependidikan Islam* 4, no. 1 (2024): 45–60, <https://doi.org/https://doi.org/10.54150/thawalib.v5i2.456>.

to adapt to the prevailing rules and culture.²⁵ Therefore, the consistent implementation of religious activities has a significant impact on the formation of students' religious character at MTs Mambaul Ulum Al-Murtadlo.

The success of implementing student management at the madrasah is also influenced by the good cooperation between the head of the madrasah, teachers, class advisors, and the student affairs department in carrying out the religious guidance program for students. Each party has its own responsibilities in guiding and supervising students to remain disciplined in participating in religious activities. Teachers serve as role models in attitude and behaviour, while the student affairs department is responsible for organising the program to align with the school's schedule.²⁶ Furthermore, good communication between teachers and students makes the mentoring process more effective. Students feel more cared for, which motivates them to participate in religious activities more effectively. The existence of school regulations that foster religious character also helps students become accustomed to obeying the applicable rules. With continuous cooperation and supervision, religious programs in schools can operate more effectively and positively impact students' character development.²⁷

This research contributes to the development of Islamic education management science, particularly in the fields of student management and the formation of students' religious character. The results of this study indicate that religious-based student programs can be one of the alternative strategies for shaping students' religious character in school or madrasah environments. In addition, this research provides an overview of the planning, implementation, and evaluation processes of the religious programs applied in the school environment. This study also shows that the formation of religious character is not only achieved through classroom instruction but also through the habituation of religious practices in students' daily lives.²⁸ The consistently implemented religious program helps students become more disciplined, responsible, and accustomed to practising religious values in their daily lives.²⁹ Thus, this research is expected to benefit the development of character education and the improvement of student management quality in the madrasah environment.

CONCLUSION

Student management plays an important role in shaping students' religious character. Character strengthening is achieved through the stages of planning, implementation, and evaluation of systematically designed programs. At the planning stage, the school integrates religious values into various student activities, such as congregational prayers, Quran recitation, istighotsah, and moral education. These programs are then implemented regularly, involving all elements of the school, thereby creating an educational environment that supports the habituation of religious behaviour. Meanwhile, evaluation and guidance activities are carried out continuously to monitor students' attitude development and to improve the

²⁵ Hasan Basri, Andewi Suhartini, and Nurhikmah Siti, "Pembentukan Karakter Religius Peserta Didik Melalui Pembiasaan Kegiatan Keagamaan Di Madrasah Ibtidaiyah Bantarsari," *Edukasi Islami: Jurnal Pendidikan Islam* 10, no. 2 (2023): 171–80, <https://doi.org/10.33507/an-nidzam.v10i2.1792>.

²⁶ Kholil Tohir Habibi, "Manajemen Kesiswaan Dalam Menumbuhkan Minat Bakat Siswa," *Lusila: Jurnal Manajemen Pendidikan* 01, no. 01 (2026): 356–63.

²⁷ Mujamil and Suryadi, "Upaya Guru Kelas Dalam Membentuk Karakter Religius Dan Disiplin Pada Siswa Kelas VI B SDS Karakter Al-Adzkiya Cianjur."

²⁸ Achmad Abidin, Saiful Amien, and Moh. Nurhakim, "Strategi Pembiasaan Dan Dampaknya Pada Pembentukan Karakter Religius Siswa Di Sekolah Menengah Kejuruan," *Jurnal Ilmiah Global Education* 6, no. 2 (2025): 835–46, <https://doi.org/10.55681/jige.v6i2.3858>.

²⁹ Ika Pratiwi and Nanda Rahayu Agustia, "Pembentukan Karakter Religius Siswa Kelas X Di Madrasah Aliyah Swasta Farhan Syarif Hidayah Kecamatan Sunggal," *Edu Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat* 5, no. 1 (2025): 456–67, <https://doi.org/10.56832/edu.v5i1.819>.

implementation of programs that still require refinement. The main findings of this research indicate that religious activities conducted in a planned and sustainable manner can enhance students' discipline, responsibility, and awareness in practising religious teachings in their daily lives. Theoretically, this study contributes to the development of student management theory by emphasizing that religious character formation can be strengthened through an integrated management process consisting of planning, implementation, evaluation, and continuous guidance. Practically, the findings provide guidance for schools in designing structured and sustainable religious programs that are relevant to students' daily lives and character development needs. Managerially, this study implies that school leaders need to strengthen coordination among teachers, student affairs units, and other school stakeholders to ensure that religious character-building programs are implemented consistently, monitored effectively, and improved continuously.

The implications of this research contribute to the development of Islamic education management science, particularly in student management and character education. The research results show that strengthening religious character does not depend solely on classroom learning but also requires support from student programs that are designed, implemented, and evaluated systematically. These findings can serve as a reference for madrasahs and other educational institutions in developing more effective and sustainable programs for religious character development. However, this research still has limitations because it was conducted in only one research location, so the results obtained cannot yet be generalised to all educational institutions. In addition, this study focuses solely on the implementation of student management to strengthen religious character, without examining other factors that also influence its success. Therefore, subsequent research is recommended to involve a broader research object and examine various supporting and inhibiting factors to gain a deeper understanding of efforts to strengthen students' religious character.

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