

Morning Routines as a Discipline-Oriented Character Education Mechanism in an Islamic Boarding Junior High School

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Abstract

This study aims to examine morning routine activities as a discipline-oriented character education mechanism at SMP Islam Al-Falah Rempoa Boarding School, South Tangerang. The research employed a qualitative descriptive case study approach, with data collected through observations, semi-structured interviews, and document analysis involving the school principal, vice principal for student affairs, vice principal for curriculum, Islamic Religious Education (PAI) teachers, duty teachers, and students. The findings indicate that morning routines are planned collaboratively, implemented through structured time-place arrangements and role distribution, and framed within an Islamic educational orientation. Consistent implementation is associated with discipline-related behaviors reflected in students' rule compliance, punctuality, learning readiness, and responsibility in completing tasks, across both school and dormitory contexts as described in this study. However, student engagement varies, particularly in activities perceived as less interesting, suggesting the importance of routine refinement through activity variation and student-involving formats to strengthen intrinsic motivation. The study concludes that morning routines can function as an effective instrument of character education when systematically designed and supported by school stakeholders, while continuous evaluation is needed to address engagement differences.

Keywords: *Morning Routine; Character Education; Student Discipline*

Abstrak

Penelitian ini bertujuan menganalisis *morning routine* sebagai mekanisme pendidikan karakter berorientasi disiplin di SMP Islam Al-Falah Rempoa Boarding School, Tangerang Selatan. Penelitian menggunakan pendekatan studi kasus deskriptif kualitatif, dengan pengumpulan data melalui observasi, wawancara semi-terstruktur, dan analisis dokumen yang melibatkan kepala sekolah, wakil kepala sekolah bidang kesiswaan, wakil kepala sekolah bidang kurikulum, guru Pendidikan Agama Islam (PAI), guru piket, serta siswa. Hasil penelitian menunjukkan bahwa morning routine direncanakan secara kolaboratif, dilaksanakan melalui pengaturan waktu-tempat yang terstruktur dan pembagian peran, serta dipahami dalam bingkai orientasi pendidikan Islam. Implementasi yang konsisten berkaitan dengan perilaku disiplin yang tercermin pada kepatuhan terhadap aturan, ketepatan waktu, kesiapan belajar, dan tanggung jawab dalam penyelesaian tugas, baik di lingkungan sekolah maupun di lingkungan asrama. Namun demikian, partisipasi siswa masih bervariasi, terutama pada kegiatan yang kurang diminati, sehingga diperlukan penyempurnaan rutinitas melalui variasi aktivitas dan

format yang lebih melibatkan siswa untuk memperkuat motivasi intrinsik. Secara keseluruhan, morning routine dapat menjadi instrumen pendidikan karakter yang efektif apabila dirancang secara sistematis dan didukung oleh warga sekolah, disertai evaluasi berkelanjutan untuk mengatasi perbedaan keterlibatan siswa.

Kata Kunci: *Morning Routine; Pendidikan Karakter; Disiplin Siswa*

A. Introduction

Student discipline is a key prerequisite for effective learning, particularly in boarding school settings where school and dormitory regulations form a continuous 24-hour disciplinary environment. In practice, discipline problems do not only appear as lateness or absenteeism, but also as inconsistent compliance with routines, weak task responsibility, and fluctuating learning readiness. Prior studies have shown that discipline is influenced by school management, social environment, and family involvement, and that inadequate disciplinary structures, inconsistent rule enforcement, and limited parental engagement may exacerbate these problems.¹ However, evidence remains limited on how structured daily routines operate as a concrete mechanism of discipline internalization within Islamic boarding-based junior high schools.²

Character education is increasingly positioned not merely as moral instruction but as a school-wide system that translates values into observable daily practices. Within this perspective, discipline is not treated as punitive control; rather, it is developed through consistent expectations, repeated habituation, and shared meaning-making between students and school stakeholders. However, many school-based character programs are reported only at the level of “implementation descriptions,” while the process indicators (what routines are implemented, how they are structured, and why students comply) are often under-specified, limiting replicability and theoretical contribution.³

¹ Asnani Asnani et al., “Manajemen Kesiswaan Dalam Meningkatkan Kedisiplinan Siswa Di SMP Negeri 4 Awangpone Kabupaten Bone,” *JURNAL MAPPESONA* 6, no. 1 (July 28, 2023), <https://doi.org/10.30863/mappesona.v6i1.3208>; Novita Minggu, Ika Ari Pratiwi, and Ahmad Bakhrudin, “Faktor-Faktor yang Mempengaruhi Kedisiplinan Belajar Siswa Kelas V SDN 1 Pelemkerep pada Mata Pelajaran PPKN,” *Didaktik: Jurnal Ilmiah PGSD STKIP Subang* 9, no. 04 (September 30, 2023): 316–26, <https://doi.org/10.36989/didaktik.v9i04.1513>; Faizatul Khoeriyah, “Pengaruh Lingkungan Keluarga Terhadap Kedisiplinan Siswa Pada Pembelajaran PAI Di MI,” *Ar-Rihlah: Jurnal Inovasi Pengembangan Pendidikan Islam* 7, no. 2 (December 26, 2022): 104–15, <https://doi.org/10.33507/ar-rihlah.v7i2.980>.

² Atik Dahli Zaqi, Kamaludin Kamaludin, and E Kosmajadi, “Peran Kepala Sekolah dalam Meningkatkan Kedisiplinan Siswa di SMP IT Shobarul Yaqien,” *JURNAL MADINASIKA Manajemen Pendidikan Dan Keguruan* 4, no. 1 (October 31, 2022): 25–32, <https://doi.org/10.31949/madinasika.v4i1.8440>; Raihani, “Creating a Culture of Religious Tolerance in an Indonesian School,” *South East Asia Research* 22, no. 4 (December 19, 2014): 541–60, <https://doi.org/10.5367/sear.2014.0234>.

³ Nada Nupus Ihwani et al., “Pendidikan Karakter Berbasis Budaya Dalam Menghadapi Tantangan Globalisasi,” *Jurnal Sinetrik* 7, no. 2 (December 30, 2024): 145–54, <https://doi.org/10.33061/js.v7i2.9156>; Melanie Joy Gunio, “Determining the Influences of a Hidden Curriculum on Students’ Character Development

One effective approach to character formation is the cultivation of positive daily habits. Habit formation provides a plausible pathway for discipline development because repeated behaviors can gradually become internal standards of self-regulation.⁴ In this study, student discipline is treated as a multidimensional construct reflected in (1) punctuality and attendance, (2) compliance with school/dormitory rules, (3) learning readiness at the start of lessons, and (4) responsibility in completing assigned tasks. These indicators allow the study to examine discipline not as a single behavior, but as a set of interrelated practices that can be shaped through structured daily routines.⁵

Within the school context, morning routine emerges as a strategic form of habit-based character education. Morning routine in schools generally refers to structured activities conducted before formal instruction to prepare students cognitively and emotionally.⁶ In a boarding school context, however, morning routine is embedded in a broader institutional rhythm that extends to dormitory life, making it a potential “bridge” between religious habituation and measurable discipline behaviors. This study therefore conceptualizes morning routine not only as a pre-class ritual, but as a daily institutional mechanism through which Islamic values—such as amanah (responsibility), adab (respectful conduct), and tanzīm (orderliness)—are translated into routine compliance.

Moreover, morning routines contribute directly to the development of student discipline as a core character value. Studies indicate that regular morning activities, such as flag ceremonies or collective prayers, reinforce punctuality, rule compliance, and a sense of responsibility among students.⁷ A positive morning culture has also been associated with improved academic performance, highlighting the interconnectedness of discipline, character

Using the Illuminative Evaluation Model,” *Journal of Curriculum Studies Research* 3, no. 2 (November 25, 2021): 194–206, <https://doi.org/10.46303/jcsr.2021.11>.

⁴ Ramlafatma Ramlafatma, Shermina Oruh, and Andi Agustang, “Efektivitas Pendidikan Moral Dalam Pembentukan Karakter Siswa Di TK Islam Terpadu Asa Sumbawa,” *Jurnal Ilmiah Mandala Education* 7, no. 4 (October 24, 2021), <https://doi.org/10.36312/jime.v7i4.2433>.

⁵ Dian Ika Safitriana and Nur Khasanah, “Penerapan Pendidikan Karakter Dalam Pendidikan Islam Modern: Studi Kasus Di Sekolah-Sekolah Islam,” *An-Nuha* 4, no. 4 (November 20, 2024): 378–86, <https://doi.org/10.24036/annuha.v4i4.561>; Sri Widiastuti and Hilman Fauzan, “The Role of Akhlakul Karima in Curriculum Development; Bullying Prevention in Madrasah Aliyah,” *Journal of English Education and Teacher Trainer* 1, no. 1 (April 30, 2024): 44–52, <https://doi.org/10.15575/educater.v1i1.1289>.

⁶ Ida Ida, “Evaluation of The Jumat Taqwa Program (Jumtaq) to Constructing The Religious Character Of Students,” *PEDAGOGIK: Jurnal Pendidikan* 8, no. 2 (2021): 368–86, <https://doi.org/10.33650/pjp.v8i2.2967>; HASBULLAH HASBULLAH et al., “Penguatan Karakter Religius Siswa Melalui Program Morning Day di SMK Muhammadiyah 2 Kalirejo,” *TEACHING : Jurnal Inovasi Keguruan Dan Ilmu Pendidikan* 5, no. 1 (March 13, 2025): 11–22, <https://doi.org/10.51878/teaching.v5i1.4565>.

⁷ Joseph A Durlak et al., “The Impact of Enhancing Students’ Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions,” *Child Development* 82, no. 1 (January 1, 2011): 405–32, <https://doi.org/10.1111/j.1467-8624.2010.01564.x>; Thomas Lickona, *Educating for Character* (Jakarta: Bumi Aksara, 2016).

formation, and learning outcomes.⁸ Through consistent implementation, morning routines function as a form of hidden curriculum that subtly instills values through practice rather than instruction alone.

Morning routines also encompass important social and cultural dimensions. They serve as communal spaces where students interact, adapt to school norms, and develop social cohesion. Research emphasizes the importance of collaboration between schools and families in supporting morning routines, particularly in early education settings, where parental involvement strengthens habit formation.⁹ Additionally, stable and predictable routines help ease students' transition from home to school, reducing stress and promoting emotional well-being.

Although morning routines are often associated with improved discipline, implementation is not always uniformly effective across students. Prior literature notes that engagement may vary depending on perceived relevance, teacher capacity, scheduling constraints, and students' developmental needs.¹⁰ Yet, few studies explain how schools design morning routines systematically (planning, role distribution, activity structure) and how these design features relate to variations in student engagement and discipline outcomes, especially within Islamic boarding-based junior high schools. This gap motivates the present study.

Therefore, this study aims to analyze the morning routine as a discipline-oriented character education mechanism at SMP Islam Al-Falah Rempoa Boarding School, South Tangerang. Specifically, it addresses the following research questions: (1) How are morning routine activities planned and structured as a character education program? (2) What forms of discipline are manifested through students' participation in morning routines across school and dormitory contexts? (3) What factors explain variations in student engagement, particularly in activities perceived as less interesting? The study contributes by (a) offering an operational, multi-indicator account of student discipline in a boarding school setting, (b) detailing a replicable description of routine design elements (time, place, roles, and activity forms), and

⁸ Norrahmah Hidayatul Janah, Noorazmah Hidayati, and Muhammad Redha Anshari, "Morning Day Culture Dalam Menguatkan Prestasi Belajar Siswa SMKN 1 Palangka Raya," *EduInovasi: Journal of Basic Educational Studies* 4, no. 3 (September 20, 2024): 1849–61, <https://doi.org/10.47467/edu.v4i3.5163>.

⁹ Nordin Mamat et al., "The Perspectives of Parents Toward the Practices of Pre-School Ethos During Routine Activities in Perpaduan (Unity) Pre-School Settings," *International Journal of Academic Research in Progressive Education and Development* 10, no. 1 (February 28, 2021), <https://doi.org/10.6007/IJARPED/v10-i1/8030>.

¹⁰ Jeremy Miciak and Jack M. Fletcher, "The Critical Role of Instructional Response for Identifying Dyslexia and Other Learning Disabilities," *Journal of Learning Disabilities* 53, no. 5 (September 20, 2020): 343–53, <https://doi.org/10.1177/0022219420906801>; Timothy I. Morgenthaler et al., "High School Start Times and the Impact on High School Students: What We Know, and What We Hope to Learn," *Journal of Clinical Sleep Medicine* 12, no. 12 (December 15, 2016): 1681–89, <https://doi.org/10.5664/jcsm.6358>.

(c) providing practical implications for improving student engagement through more student-centered routine variations.

B. Research Methods

This study employed a qualitative descriptive case study to examine how morning routine activities function as a discipline-oriented character education mechanism at SMP Islam Al-Falah Rempoa Boarding School, South Tangerang. The case study design was selected because it enables an in-depth analysis of processes, actors, and contextual conditions that shape student discipline within a boarding school environment where routines operate across school and dormitory settings. The study was conducted over six months (December 2024–June 2025), covering preliminary observation, intensive fieldwork, and iterative analysis.

Participants were selected using purposive sampling to ensure representation of key stakeholders involved in planning and implementing morning routines. The interview participants included the school principal, vice principal for student affairs, vice principal for curriculum, Islamic Religious Education (PAI) teachers, daily duty teachers, and students representing different grade levels and participation profiles. Student participants were selected based on teacher recommendations and observation notes to capture variations in engagement. The researcher served as the primary instrument, supported by (a) a semi-structured interview guide, (b) an observation checklist, and (c) a document review matrix. The interview guide and observation checklist were developed based on the operational indicators of discipline and were refined through peer debriefing during instrument development to ensure clarity and alignment with study objectives.

Data were collected through non-participant observations, semi-structured interviews, and document analysis. (1) Observations were conducted during morning routine sessions across multiple school days, focusing on students' punctuality, compliance with instructions, readiness for learning, and task responsibility. Field notes were recorded using an observation checklist aligned with the study's discipline indicators and supplemented with narrative notes. (2) Semi-structured interviews were conducted in Indonesian (with English excerpts prepared for reporting). Each interview lasted approximately 30–60 minutes and was audio-recorded with participant consent, then transcribed verbatim. Interview guides were tailored to stakeholder roles to explore program objectives, implementation processes, perceived impacts, and challenges—especially variation in student engagement. (3) Documents analyzed included school regulations, morning routine schedules, duty rosters, program guidelines, photographs,

and activity reports, which were used to verify consistency between planned activities and actual implementation.

Data analysis followed an iterative thematic analysis procedure. Transcripts, observation notes, and documents were read repeatedly to achieve familiarization. Initial codes were generated using a combination of deductive codes (punctuality, rule compliance, learning readiness, task responsibility) and inductive codes (emerging from participants' narratives, particularly regarding engagement variations). Codes were clustered into candidate themes, themes were reviewed across interviews, observations, and documents, and final themes were defined and reported with representative evidence. The researcher maintained an audit trail (analytic memos and coding decisions) to enhance transparency.

C. Results and Discussion

1. Results

a. Planning of Morning Routine Activities

Planning is described by school stakeholders as the initial stage in implementing the morning routine program as part of character education. At SMP Islam Al-Falah Rempoa Boarding School, planning the morning routine is reported as a strategic process aimed at shaping students' discipline and moral character. This planning process is conducted collaboratively by the school principal, vice principal for curriculum, vice principal for student affairs, and Islamic Religious Education (PAI) teachers. Documentation collected in this study indicates that planning meetings are scheduled at the beginning of each academic year and reviewed periodically to ensure alignment with institutional goals.

Interviews and observations suggest that the school frames the morning routine within an Islamic educational orientation. In practice, the program is described by stakeholders as an effort to integrate knowledge, ethics, and moral cultivation (often associated with the concept of *ta'dīb*). Observational notes indicate that Islamic values such as discipline (*tanzīm*), responsibility (*amanah*), and respect (*adab*) are explicitly embedded in routine structures and expectations.

Field observations further show that planning at SMP Islam Al-Falah Rempoa Boarding School is not limited to scheduling activities but also includes anticipating students' needs and behavioral tendencies. The diversity of the planning team's roles allows for comprehensive consideration of academic, psychological, and spiritual dimensions. This collaborative planning approach strengthens program ownership among staff and ensures consistency in

implementation. These findings indicate that the morning routine is implemented as an integral component of character education rather than a supplementary activity.

b. Goals and Objectives of the Morning Routine Program

The formulation of goals and objectives is a central element in the planning of the morning routine program. At SMP Islam Al-Falah Rempoa Boarding School, the primary objectives include cultivating time discipline, fostering mental and spiritual readiness before learning, and internalizing Islamic values through daily habituation. These objectives are stated in school policy documents and reinforced during coordination meetings, based on the documentation and interview accounts collected in this study.

Interview data reveal a shared understanding among school stakeholders regarding the purpose of the morning routine. One teacher explained *“the morning routine is not just a ceremonial activity, but a continuous process of shaping students’ habits so that discipline becomes part of their daily life.”*¹¹ Observations recorded in this study generally align with this statement, as students are often observed to attend and participate in an orderly manner during morning activities. This pattern suggests alignment between stated objectives and routine implementation as observed in the study.

Furthermore, the morning routine serves as a medium for strengthening teacher–student relationships and reinforcing daily worship practices. Documentation analysis shows that activities such as morning prayers, dhikr, and brief religious reflections are systematically integrated into the routine. These practices aim to encourage students to extend disciplined and spiritual behaviors beyond school into their home and community environments. The findings indicate that the program’s objectives are understood consistently by stakeholders and are operationalized through daily activities within the morning routine.

c. Formulation of Materials and Forms of Morning Routine Activities

The formulation of materials and activities for the morning routine is designed to align with students’ developmental characteristics and learning needs. At SMP Islam Al-Falah Rempoa Boarding School, this process begins with team discussions involving the vice principal for student affairs, OSIS advisors, and relevant subject teachers. An interview with one Islamic Religious Education teacher, revealed that *“the materials are always discussed together so they match the students’ age, psychological condition, and current context.”*¹² This collaborative formulation ensures that activities remain relevant and engaging for students.

¹¹ Interview with Teacher

¹² Interview with Teacher

Observation data indicate that the morning routine activities include thematic religious messages, literacy sessions, light physical exercises, and collective worship practices. During specific periods such as Ramadan, the content is adjusted to emphasize fasting values, self-control, and effective time management. This contextual adaptation allows students to connect moral teachings with their lived experiences. As a result, students not only receive information but also internalize values through meaningful practice.

Documentation (e.g., activity schedules and outlines) and observations show that the routine integrates religious values, literacy, and light physical activities. This indicates that the program is not limited to a single activity type, but combines multiple components to support character habituation in daily school life. Therefore, the findings indicate that the formulation of materials and activities is designed to align with students' developmental characteristics and the school's character education aims, and is implemented through a planned schedule as reflected in the collected documentation.

d. Time, Place, and Responsibility in Morning Routine Implementation

The scheduling of morning routine activities at SMP Islam Al-Falah Rempoa Boarding School is designed to promote consistency and punctuality. Based on documentation and observation, the routine is conducted daily from 07:00 to 07:30 WIB, with an extended schedule every Wednesday from 07:00 to 08:30 WIB. This consistent timing habituates students to arrive on time and prepares them physically, mentally, and spiritually for the learning process. The structured schedule is intended to support smooth transitions before formal lessons begin, as reflected in stakeholder explanations and the routine's consistent timing in documentation.

The selection of locations for morning routine activities is adapted to the nature of each activity. As explained by the vice principal for student affairs, *"If we hold the flag ceremony or the reading of the Asmaul Husna, we do it on the field. For literacy, the children are in their respective classrooms... Worship like Dhuha prayer and morning dhikr is of course done in the mosque, so it's more solemn."*¹³ This strategic use of space enhances students' engagement and emotional connection to the activities. Observations suggest that students tend to show stronger focus and respect when activities are conducted in settings aligned with their purpose (e.g., worship in the mosque).

Responsibility and task distribution are managed through structured coordination among school leaders, PAI teachers, and daily duty teachers. Documentation shows that duty rosters

¹³ Interview vice principal

are clearly defined to ensure accountability and smooth execution of activities. This clear division of roles facilitates implementation and is described by stakeholders as a way to maintain consistency and accountability during morning routines. Thus, the integration of time management, spatial planning, and role distribution demonstrates the school's seriousness in positioning the morning routine as a core instrument of character education rather than a mere formality.

2. Discussion

The findings of this study indicate that the implementation of morning routine activities at SMP Islam Al-Falah Rempoa Boarding School is associated with strengthened student discipline, particularly in relation to compliance with school rules. School regulations function not merely as formal control mechanisms but as instruments of character education that encourage responsibility, order, and social awareness among students. This interpretation is consistent with Santrock's¹⁴ view that discipline is more sustainable when rules are internalized as shared values rather than enforced solely through external control. In this study, consistent adherence to procedures during morning routines and learning activities suggests that structured daily practices can support students' self-regulation, although a small number of students still require ongoing guidance to maintain consistency. Similar patterns have been discussed in prior studies emphasizing that disciplined learning behavior develops through continuous exposure to clear expectations and consistent enforcement.¹⁵

Furthermore, the findings suggest that morning routine activities are linked to improved student compliance with classroom learning processes. Observational and interview accounts indicate that students who actively participate in morning routines tend to arrive on time, demonstrate stronger classroom readiness, and show better focus at the beginning of lessons. This pattern aligns with previous literature indicating that structured pre-learning activities can support students' engagement and readiness to learn.¹⁶ However, the presence of a small group of students who remain late or unprepared indicates that routines alone may not address individual differences in discipline. This suggests the need for complementary strategies that

¹⁴ J. W. Santrock, *Perkembangan Masa Hidup (Edisi 13)* (Jakarta: Erlangga, 2019).

¹⁵ Olufunmilayo Tenidade Obadire and Dzivhonele Albert Sinthumule, "Learner Discipline in the Post-Corporal Punishment Era: What an Experience!," *South African Journal of Education* 41, no. 2 (May 31, 2021): 1–8, <https://doi.org/10.15700/saje.v41n2a1862>; Richard O. Welsh, "Administering Discipline: An Examination of the Factors Shaping School Discipline Practices," *Education and Urban Society* 56, no. 7 (September 13, 2024): 847–80, <https://doi.org/10.1177/00131245231208170>.

¹⁶ Dewi Yulianti, Ni Nyoman Kasih, and I Ketut Sumerjana, "Character Education of A Leader in The Dance Theatre 'The Mercy of Durga Devi,'" *Yavana Bhasha : Journal of English Language Education* 7, no. 1 (March 25, 2024): 47–53, <https://doi.org/10.25078/yb.v7i1.3065>.

strengthen student motivation and support students who face difficulties maintaining consistent participation.

In addition to learning compliance, morning routines also appear to support students' sense of responsibility in carrying out assigned tasks. Interview accounts describe that students who consistently follow the routine tend to demonstrate greater independence in fulfilling class duties, group assignments, and organizational roles. This pattern is consistent with self-regulation perspectives, which view structured environments as supportive conditions for students to internalize behavioral standards and manage responsibilities. Prior studies similarly suggest that participation in structured, responsibility-oriented activities may strengthen students' ownership of tasks and commitment to timely completion. Therefore, within this case, morning routine functions not only as a disciplinary structure but also as a context that may reinforce responsible behavior in daily school life.

The influence of morning routine activities in this study is also discussed in relation to students' dormitory life, particularly regarding time management and religious discipline. Observational accounts suggest that students follow structured daily patterns that begin with early worship practices and continue with scheduled religious and academic activities. This continuity between school and dormitory routines may strengthen the internalization of discipline, consistent with Farmawaty's¹⁷ view that repeated habits can gradually become embedded character traits. However, while most students demonstrate high participation, some display selective engagement—participating more enthusiastically only in preferred activities. This finding resonates with Maryance et al.'s¹⁸ emphasis on the role of intrinsic motivation in sustaining engagement in educational programs. Overall, the findings suggest that the morning routine at SMP Islam Al-Falah Rempoa Boarding School is generally supportive of discipline, learning readiness, and responsible behavior among many students, yet varying engagement indicates that routine design should be continuously refined to better accommodate students' interests and motivational differences.

The findings suggest that the morning routine at SMP Islam Al-Falah Rempoa Boarding School is effective in fostering discipline, learning readiness, and responsible behavior among the majority of students. These results are consistent with previous studies emphasizing the

¹⁷ W Farmawaty, *Konsep Pendidikan Karakter Dalam Buku Educating For Character Karya Thomas Lickona Untuk Menumbuhkan Karakter Religius* (etheses.iainponorogo.ac.id, 2021), <https://etheses.iainponorogo.ac.id/14088/>.

¹⁸ Maryance et al., "Penerapan Metode Demonstrasi Dalam Meningkatkan Motivasi Belajar Anak," *Jurnal Pendidikan Dan Konseling* 4, no. 20 (2022): 1349–58, <https://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/4227>.

role of daily habituation in character formation.¹⁹ Nevertheless, the varying levels of student engagement indicate that morning routines should be continuously refined to accommodate students' interests and motivational differences. Incorporating more varied activities and strengthening intrinsic motivation may enhance the program's effectiveness and ensure more comprehensive character development across the student population.

D. Conclusion

This study concludes that the implementation of morning routine activities at SMP Islam Al-Falah Rempoa Boarding School is associated with the development of students' disciplined character, as reflected in structured planning, consistent implementation, and collaborative involvement of school stakeholders. The findings suggest that morning routines support discipline manifestations in the form of rule compliance, punctuality, learning readiness, and responsibility in completing assigned tasks, both in school and (as described in this study) within the dormitory environment. These findings indicate that discipline may be strengthened through continuous habituation embedded in daily school practices, particularly when routine design and stakeholder coordination are consistent.

Nevertheless, this study also highlights that the effectiveness of morning routine activities is not uniform across all students. While many students show positive behavioral tendencies, variations in motivation and engagement remain a challenge, particularly in activities perceived as less interesting. Therefore, schools are encouraged to continuously evaluate and refine morning routine programs by incorporating more varied and student-involving activity formats, strengthening intrinsic motivation, and ensuring alignment with students' developmental needs. This study is limited by its qualitative case-based focus in a single school context and by reliance on observational and interview accounts within the scope of the documented routine implementation. Future research may explore comparative models of morning routines across different school types or examine longer-term character development outcomes in broader contexts.

¹⁹ Santrock, *Perkembangan Masa Hidup (Edisi 13)*.

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