

Formation of Student Discipline Character through Religious Activities: A Review of Physical Education

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ABSTRAK

This study aims to analyze the formation of students' disciplined character through religious activities from the perspective of physical education at the elementary school level in Bandar Lampung. The study used a qualitative approach with descriptive methods. The research subjects were students who participated in school religious activities such as congregational prayer, religious lectures, the Prophet's birthday, and MABIT (Night of Faith and Piety Development). Data collection techniques were carried out through semi-structured interviews, while data analysis used the Miles, Huberman, and Saldana model which includes data reduction, data presentation, and drawing conclusions. The results of the study indicate that religious activities play a role in forming students' disciplined character through routine religious habits. These habits influence students' time regularity, compliance with rules, responsibility, honesty, and self-control abilities in daily life. In addition, teachers, families, and the school environment also strengthen the process of character formation through role models and social interactions. From the perspective of physical education, the values of discipline, sportsmanship, responsibility, and self-control developed through religious activities are related to the goals of physical education in shaping the personal and social development of students. Religious activities in schools not only function as spiritual activities, but also serve as a medium for forming students' character holistically.

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INTRODUCTION

Education plays a crucial role in shaping students' character, focusing not only on academic aspects but also on moral and social behavior. One important character trait that must be developed in the school environment is discipline. Discipline is related to adherence to rules, responsibility, and self-control in daily life. Thomas Lickona explains that character education encompasses three main aspects: moral knowing, moral feeling, and moral action, which are interrelated in shaping individual behavior (Annisa et al., 2024). This situation demonstrates that developing discipline is not sufficient through rules alone, but requires a continuous process of habituation and internalization of values.

One of the school's efforts to foster discipline in students is through religious activities. Activities such as congregational prayer, religious lectures, Quranic recitation, commemoration of Islamic holidays, and MABIT (Night of Faith and Piety Building) are forms of religious habituation implemented in the school environment. Research shows that habituating religious activities can foster discipline and responsibility in students because they are accustomed to consistently obeying school rules, schedules, and regulations (Ayni et al., 2022). Furthermore, the implementation of religious culture in schools also influences increased discipline and positive behavior in students' daily lives (Erlanda et al., 2021). Religious character education is even seen as a crucial element in fostering discipline in students in the modern era because it helps students respect rules and take responsibility for their actions (Ambarwati, 2023).

From a Physical Education perspective, the development of disciplined character is also a primary learning objective. Physical education not only emphasizes the development of physical abilities but also instills the values of sportsmanship, responsibility, cooperation, and self-control in students. Opstoel et al. (2020) stated that participation in physical education and sports provides benefits for students' personal and social development, such as responsibility, leadership, cooperation, and prosocial behavior. Therefore, the value of discipline formed through religious activities is related to the goal of physical education in building students' overall character. Furthermore, physical education is an effective medium for instilling the values of responsibility and compliance with rules through structured activities. Therefore, the values of discipline formed through religious activities are relevant to the goal of physical education in building students' overall character.

Based on the results of interviews conducted with students, it was found that school religious activities have an influence on the development of students' disciplined character. Most students stated that activities such as MABIT, congregational prayer, cultum (sermons), and the Prophet's birthday made them more disciplined in managing their time, more responsible, more honest, and able to control their daily behavior. Furthermore, students also expressed that these activities helped them understand the importance of honesty, justice, social concern, and compliance with school rules. These findings indicate that religious activities not only impact the spiritual aspect but also contribute to the formation of disciplined character that is relevant to the values of physical education.

However, research on the development of disciplined character through religious activities is still mostly studied from a religious education perspective. Research linking religious activities with a physical education perspective is still relatively limited. Yet, both fields emphasize the importance of habituation, self-control, responsibility, and discipline in developing student character. Therefore, this study is important to conduct a more in-depth study of the development of disciplined character in students through religious activities from a physical education perspective, which is expected to contribute to the development of integrative character education in schools.

METHOD

This research uses a qualitative approach with descriptive methods. This approach is used to deeply understand the meaning, experiences, and perspectives of the research subjects regarding the development of students' disciplined character through religious activities. Qualitative research aims to

explore and understand the meaning derived from social or humanitarian issues through a natural data collection process (Creswell & Poth, 2018).

This research was conducted at the elementary school level in Bandar Lampung City. The subjects were students who participated in school religious activities such as congregational prayer, religious lectures, the Prophet's birthday celebrations, and the Night of Faith and Piety (MABIT). Informants were selected using a purposive sampling technique, selecting subjects based on their involvement in religious activities and their ability to provide information relevant to the research focus. Data were obtained through in-depth interviews with students regarding their experiences and perspectives on the development of disciplined character at school.

The data collection technique used semi-structured interviews. This interview model was chosen to provide researchers with a systematic guideline for questions while still allowing informants to elaborate on their experiences. Semi-structured interviews allow researchers to obtain more in-depth data due to the flexibility in the interaction process with informants (DeJonckheere & Vaughn, 2019).

Data analysis used the interactive model from Miles, Huberman, and Saldana, which includes data reduction, data presentation, and conclusion drawing (Miles et al., 2014). The data reduction stage was carried out by selecting and grouping interview results according to the research focus. The data was then presented in narrative descriptions to facilitate interpretation. Conclusions were then drawn based on the patterns and relationships among the data found.

Data validity was achieved through source triangulation and theory triangulation techniques. Source triangulation was conducted by comparing answers between informants, while theory triangulation was conducted by linking research findings to relevant theories of character education and physical education to enhance the credibility of the research results.

RESULTS AND DISCUSSION

Formation of Disciplined Character through School Religious Activities

Religious activities in schools not only serve as spiritual activities but also serve as a means of developing disciplined character through repeated social habits. In the context of character education, discipline is not formed instantly, but rather through the internalization of values that are continuously applied in students' daily lives. Habits such as congregational prayer, religious lectures, the Prophet's birthday celebration, and MABIT (Night of Faith and Piety Development) demonstrate an educational process that emphasizes regular timekeeping, adherence to rules, and individual responsibility within the school's social environment. This is in line with research by Ayni et al. (2022), which explains that religious habits contribute to the development of students' disciplined character through consistent routines.

Based on the interview results, the MABIT activity was the most memorable activity among students. However, interestingly, the reasons given by students were not only related to the worship aspect, but also to collective experiences and the habituation of disciplined behavior. Student 5 stated that the MABIT activity trained students to be diligent in reading the Quran, performing sunnah prayers, dhikr, and exercising. This statement shows that religious activities do not stand as mere rituals, but rather form a regular lifestyle through time management, physical activity, and student behavior control. This phenomenon indicates that discipline is formed through the integration of spiritual activities and daily activities carried out together.

Furthermore, the overnight stay experience during the MABIT program also demonstrated the development of social discipline. Some students stated that the activity was "fun" because it was done with friends, but they were still required to regularly follow the prayer schedule, religious lectures, and school rules. This situation demonstrates that the development of discipline does not always arise through pressure or punishment, but can also be formed through enjoyable and meaningful social experiences. From a physical education perspective, this situation shares similarities with the collective

activity-based learning process that instills discipline through students' active involvement in group rules and shared responsibilities.

Congregational prayer also demonstrates a structural pattern of discipline formation. Student 1 stated that congregational prayer makes him "more orderly and consistent," while Student 9 stated that the activity trains students to perform prayers on time. These statements indicate that student discipline develops through repeated habituation to time systems and rules. In an educational context, habituation to time has a significant influence on the development of self-regulation, or the ability to control one's own behavior. Students indirectly learn about time management, adherence to schedules, and responsibility for obligations.

Interestingly, the interview results also showed that most students preferred prioritizing religious obligations over schoolwork when the two occurred simultaneously. Student 4 explained that he always prayed before completing assignments to ensure he did not neglect his religious obligations. This attitude demonstrates the value priorities within the students, formed through religious habits at school. Discipline, in this context, is not simply adherence to external rules, but has begun to develop into an internal awareness of personal responsibility.

However, interview results also revealed variations in the level of internalization of discipline among students. Some students admitted to postponing prayer because schoolwork was incomplete or preferred other activities to helping teachers at the mosque. These findings suggest that the formation of disciplined character is a dynamic process influenced by individual readiness, the social environment, and the student's level of awareness of the values implemented by the school. In other words, while religious activities can indeed foster discipline, their effectiveness is still influenced by how students interpret these activities in their daily lives.

From a Physical Education perspective, fostering discipline through religious activities is linked to character building through collective activity, regularity, and adherence to shared rules. Opstoel et al. (2020) explain that collective activities in education and sports contribute to students' personal and social development, including discipline, responsibility, and self-control. Therefore, religious activities in schools can be understood as a form of character education that shares similar values with physical education, particularly in fostering habits of discipline, adherence to rules, and social responsibility in students.

The Values of Honesty and Self-Control from the Perspective of Physical Education

Interview results show that religious activities in schools are not only related to the formation of discipline but also influence the development of students' honesty and self-control. These values are evident in how students understand cheating, their courage to speak honestly, their ability to control their emotions, and their decision-making processes. Religious activities in schools ultimately become not only acts of worship but also social spaces that shape students' moral behavior in their daily lives. Character education itself does not stop at understanding good and bad, but rather how these values are applied in students' actual actions (Annisa et al., 2024).

Most students defined honesty as speaking and acting in accordance with reality. Student 1 explained that honesty means "telling the truth" and not cheating on tests. A similar view emerged from Student 10, who defined honesty as "speaking or doing the truth." This understanding demonstrates that students not only understand the concept of honesty theoretically but also relate it to real-life experiences in the school environment.

Some student responses even demonstrated a link between honest behavior and spiritual awareness. Student 11 admitted that he chose to tell his parents the truth when he forgot to perform the Maghrib prayer because he felt lying would increase his sins. Meanwhile, Student 12 stated that he would hand over money found at school to his teacher. These experiences demonstrate that the value of honesty is beginning to develop into an inner awareness, not simply compliance with school rules. The religious culture routinely implemented in schools also shapes how students view moral

responsibility for their own behavior. Erlanda et al. (2021) explain that a school's religious culture can shape positive student behavior through the continuous instilling of moral and spiritual values.

Self-control is evident in students' responses to cheating. The majority of students chose to reprimand their peers for cheating, considering it dishonest behavior and contrary to religious values. Student 16 even stated that "it's okay to get a low grade as long as you're honest" rather than getting a high grade through cheating. This attitude demonstrates respect for personal effort and the courage to accept results based on one's own abilities. In the context of character education, the ability to accept results without cheating demonstrates the development of moral responsibility and control over the urge to seek instant gain.

On the other hand, interviews also revealed that students' levels of self-control varied. Some students chose to remain silent when they saw their peers cheating, arguing that sin was each individual's responsibility. Others admitted to having difficulty controlling their emotions, even to the point of cursing others when angry. This situation demonstrates that character formation does not occur uniformly in all students. Social experiences, friendships, and personal awareness also influence how students implement the moral values acquired through religious activities.

This phenomenon is related to the concept of sportsmanship in physical education. Sportsmanship is not only understood as adherence to the rules of the game, but also relates to honesty, respect for one's own efforts, and the ability to control emotions when faced with pressure. Opstoel et al. (2020) explain that physical education and sports contribute to students' personal and social development, including responsibility, prosocial behavior, and self-control. The values emerging from religious activities demonstrate similarities with the goals of physical education, particularly in developing students who are able to act honestly, respect rules, and take responsibility for their behavior.

Students' self-control was also evident when they faced doubts in decision-making. Several students admitted to choosing to pray, rely on God, seek religious guidance, or seek the opinions of teachers and family before making a particular choice. These habits demonstrate a process of reflection before acting. Students do not make decisions impulsively but instead consider the moral and religious consequences of their actions. From a physical education perspective, the ability to reflect on actions before acting is crucial for developing students' self-control and emotional maturity.

Religious activities in schools ultimately shape not only religious behavior but also influence the development of honesty, sportsmanship, moral responsibility, and self-control in students. These values develop through the practice of worship, social interaction, and reflection that students engage in during their daily school life.

The Role of the School Environment in the Formation of Student Character

Student character formation does not occur individually, but is influenced by the social environment surrounding the student. Interviews show that teachers, families, and peers have a significant influence on shaping students' discipline, honesty, and responsibility at school. The school environment serves as a space for social interaction that integrates religious values, school rules, and the process of habituating behavior in students' daily lives. Character education essentially develops through social interactions and role models received by students from their surroundings (Marzuki, 2022). An educational environment that consistently implements moral values also helps students develop positive behaviors sustainably (Erlanda et al., 2021).

Teachers are the figures most frequently mentioned by students in the character-building process at school. Most students view teachers not only as instructors but also as behavioral guides and counselors when they make mistakes. Student 7 stated that teachers would call him out and reprimand him when he made a mistake, prompting him to strive for improvement after receiving the advice. Meanwhile, Student 24 stated that teachers helped him understand his mistakes, prompting him to be more thorough in his studies. The role of teachers in the interviews demonstrated that the character-

building process occurs through direct interaction and daily role models at school. Teachers not only perform academic functions but also act as behavioral models for students (Annisa et al., 2024). Teachers' exemplary behavior is even a crucial factor in building discipline and responsibility in students, as students tend to imitate the behavior they observe directly (Ambarwati, 2023).

Besides teachers, families also have a significant influence on the development of students' character. Many students cite family as the first place they learn about right and wrong. Student 6 stated that her family is always the first to provide solutions when she faces problems. Student 15 also described her father as the person she trusts most because he is considered more experienced and wants the best for her. These statements demonstrate that family remains the primary foundation in the development of students' morals, even within a school environment. The family environment plays a crucial role in shaping children's habits, mindsets, and self-control from an early age (Suryana & Wahyudi, 2023). The habits implemented by the family are then reinforced through school culture and the religious activities students engage in daily (Rahman, 2022).

Peer groups also emerged as a factor influencing student behavior at school. Some students reported feeling more comfortable asking for help or discussing things with friends than with teachers because they felt more relaxed and less afraid of making mistakes. Student 8 stated that she felt more comfortable learning with friends because she sometimes felt afraid to ask teachers. Meanwhile, Student 9 admitted to asking friends for help more often when facing certain difficulties at school. This situation demonstrates that the peer environment influences students' social and emotional development. Interactions with peers can help students learn about cooperation, empathy, and social responsibility (Opstoel et al., 2020). At the same time, the peer environment can also influence the formation of positive or negative character traits depending on the social culture developing within the group (Marzuki, 2022).

A religious school culture, implemented through religious activities, strengthens the relationship between the school environment and student character development. Activities such as congregational prayer, religious lectures (kultum), and MABIT (National Student Activity Group) create a social space that brings together students, teachers, and the school community in shared activities based on moral and spiritual values. Some students reported feeling sad or regretful when they missed out on school religious activities because they felt they missed out on experiences with friends and teachers. These experiences demonstrate that religious activities are not only acts of worship but also serve as a means of fostering a sense of community and social identity for students at school. A school's religious culture helps create an environment that supports the development of discipline, responsibility, and self-control in students more naturally through collective habituation (Erlanda et al., 2021). Continuous social habituation makes it easier for character values to be internalized in students' daily lives (Ayni et al., 2022).

From a physical education perspective, the social environment is closely related to the formation of students' character through collective activities and social interactions. Physical education not only emphasizes physical abilities but also fosters responsibility, cooperation, emotional control, and respect for rules through social relationships between students. A school environment that supports positive habits helps students develop disciplined and prosocial behaviors in their daily lives (Opstoel et al., 2020). Strengthening character through the social environment also demonstrates that the development of students' morals requires the collaborative involvement of various parties, including teachers, family, and peers.

Conclusion

Religious activities in elementary schools in Bandar Lampung play a crucial role in fostering students' disciplined character through regular religious practices. Activities such as congregational prayer, religious lectures, the Prophet's birthday celebrations, and MABIT (Islamic school week) foster regular timekeeping, adherence to rules, responsibility, and moral awareness in students' daily lives.

These practices also influence the development of students' honesty and self-control, as evidenced by their honesty, refusal to cheat, ability to control emotions, and the habit of considering decisions based on religious values and personal responsibility.

The formation of student character is inseparable from the influence of the school environment, which involves teachers, family, and peers as part of the character education process. From a physical education perspective, the values of discipline, sportsmanship, responsibility, and self-control that emerge through religious activities are related to the goal of physical education in shaping students' personal and social development. Religious activities in schools ultimately become not only spiritual activities but also a medium for holistic character formation in students through habits and social interactions within the school environment.

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