**Implementation of Disciplinary and Religious Character Formation in the Full Day School System at Madrasah Tsanawiyah**

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**ABSTRACT:** *Character formation in the current era of globalization has a very crucial role for every individual to become a civilized human being and full day school is an alternative in forming disciplined character and religious character which are the needs of society who want their children to have a noble personality and character and maturity in understanding. religion. This research uses a qualitative approach with a case study type of research. Data collection techniques using interviews, observation and documentation. The data analysis technique uses the interactive model from Miles and Huberman. Data validity with source triangulation, time triangulation, and technique triangulation. The research results show: first, planning a full day school system to shape students' disciplined and religious character by accommodating academic learning time, extracurricular activities and religious activities. Integration of religious values ​​in curriculum and activities; second, the implementation of full day school to shape students' disciplined and religious character with strategic steps and intensive teacher supervision; third, evaluation of the effectiveness of the full day school system in forming students' disciplined and religious character by organizing scheduled and structured student activities, evaluation using observations and interviews. The results of the implementation of the full day school system are the character of discipline: time discipline, obeying regulations and being responsible, independent; religious character: piety, practice of religious values, and simplicity.*

**ABSTRAK**: Pembentukan karakter pada era globalisasi saat ini memiliki peranan yang sangat krusial bagi setiap individu untuk menjadi manusia beradab dan *full day school* sebagai alternatif dalam membentuk karakter disiplin dan karakter religius yang menjadi kebutuhan masyarakat yang menginginkan anaknya dapat memiliki kepribadian dan berbudi yang luhur serta kematangan dalam pemahaman agama. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Teknik pengumpulan data dengan wawancara, observasi, dan dokumentasi. Teknik analisis data menggunakan model interaktif dari Miles dan Huberman. Keabsahan data dengan triangulasi sumber, triangulasi waktu, dan triangulasi teknik. Hasil penelitian menunjukkan: pertama, perencanaan sistem *full day school* dalam membentuk karakter disiplin dan religius siswa dengan mengakomodasi waktu pembelajaran akademik, kegiatan ekstrakurikuler, dan kegiatan keagamaan. Integrasi nilai-nilai agama dalam kurikulum dan kegiatan; kedua, pelaksanaan *full day school* dalam membentuk karakter disiplin dan religius siswa dengan langkah strategis dan pengawasan guru yang intensif; ketiga, evaluasi terhadap efektivitas sistem *full day school* dalam membentuk karakter disiplin dan religius siswa dengan mengatur kegiatan siswa terjadwal dan terstruktur, evaluasi dengan observasi dan wawancara. Hasil implementasi sistem *full day school* pada karakter disiplin: kedisiplinan waktu, taat peraturan dan bertanggung jawab, mandiri; karakter religius: bertakwa, pengamalan nilai religius, dan kesederhanaan.

**Keywords:** *Disciplined Character; Religious Character; Full day school system*

1. **INTRODUCTION (Calibri, 12 Bold)**

Character formation in the current era of globalization has a very crucial role for every individual to become a civilized human being desired by society, nation, and state (Mulyadi, 2019; Novita et al., 2021; Sandria et al., 2022). Threats from various parts of the world can have a negative impact on humans, especially Indonesian citizens, who have the potential to experience a moral decline (Kusuma, 2018). Therefore, the formation of students' disciplinary character and religious character aims to make the nation's next generation have self-quality that can face the rapid development of modern times and technology.

The disciplinary and religious character of students has an important role in shaping personality and increasing faith in students.(Kusuma, 2018; Oktari & Kosasih, 2019; Sandria et al., 2022; Setyaningrum et al., 2020; Sobri et al., 2019) Therefore, character formation and habituation are very necessary. This is because good character actually exists in a person from birth, but to maintain it requires continuous habituation from an early age (Kusuma, 2018). This habit can be done in various ways, including always doing good or positive things that benefit yourself and the surrounding environment. For this reason, the formation of disciplinary character and religious character will not succeed if educators only give instructions to students to follow religious rules and teachings, but educators need to be an example that can be emulated by students (Mahmudiyah & Mulyadi, 2021). In this way, it is easier for students to imitate the positive behavior of their teachers, so that the character formation process will be more effective.

The formation of discipline and religious character in students has a significant impact on the progress of education, especially on the improvement and development of children's education. Because education is not only a process of transferring knowledge, but also in it there is a process of character formation (Ma'ruf, 2022). Education is an effort from humans to acquire knowledge and increase their potentials so that they always become intelligent and dignified people. Where the meaning of education here is not only *Transfer knowledge* but also change the behavior of each child to become a child with character (Hengki Satrisno, 2018). In improving the quality of education, of course, the Indonesian state has a special way as an effort to improve education towards educational goals, which has been stated in the National Education System Law Number 20 of 2003 Article 3, in which it is said that:

"National education functions to develop and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" (National Education System Law (Sisdiknas) no. 20 chapter 2 article 3, 2003).

The development and improvement of the quality of education is an obligation for all Indonesian people to realize welfare and increase morality and live in harmony. Education makes humans to develop and increase their potential. Therefore, education not only makes humans have intellectual intelligence but also have emotional intelligence and have faith and piety to their God. And to realize these educational goals as stated in the National Education System Law No. 20 of 2003 Article 3, Indonesia's national education system continues to undergo changes, one of which is by implementing *a full day school* system.

The education system in Indonesia currently implements *full day school learning*. *Full day school* is a school whose implementation takes up a full day with the learning process from morning to evening, namely from 07:00-15:00 which means that almost all children's activities are carried out at school, starting from learning, eating, playing and worship which are packaged in the education system, this system is also expected to be able to provide Islamic life values to children as a whole and integrated in educational goals.

Three reasons are the basis for the birth of *the full day school* learning system. The first is to reduce the negative influence from the outside on school-age children. Many serious problems in children are affected by the environment outside of school and home. Based on crime statistics in 2022, it shows an increase in crime cases of 543,00 cases, an increase of 9.2% compared to 2021 of 492,00 crime cases. This proves that education in Indonesia does not emphasize character. Education in Indonesia is only oriented to the level of knowledge without equipping students with an adequate attitude. Second, with the implementation of full'day school learning, the learning period at school is relatively longer so that the learning time at school is more effective and efficient. Third, with the implementation of *the full day school learning system*, it is very helpful for students' parents, especially those who are busy working.

Full'day school itself is an alternative in an effort to improve educational problems, especially in the problem of discipline and religious character which is the need of people who want their children to be able to study much longer in school (Asmani, 2017). With the formation of the system *Full Day School* This will ensure the safety of children and avoid activities outside of school that smell negative. Students not only learn to get subject matter formally in class but also get personality coaching with practical activities of worship, art, skills and other creativity that can develop student potential. So that with a longer learning time, the achievement of Islamic religious education program *Full Day School* and the religious character of students will increase.

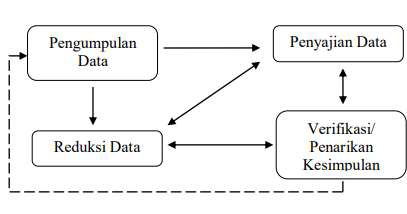
The *full day school* system set by the government, which in this case is the Ministry of Education and Culture, has been implemented by one of the schools in Malang City, namely Madrasah Tsanawiyah QITA Malang. Madrasah Tsanawiyah QITA Malang is one of the institutions in Malang City that implements *a full day school learning system*. The uniqueness and reason why the researcher chose Madrasah Tsanawiyah QITA Malang as the location of the research is that there are excellent programs in which there are ubudiyah programs, language programs and tahfidz programs that are able to improve the character of discipline and religious character in students. Therefore, researchers are interested in researching in this school as a research object.

The urgency of this research is a problem faced by the world of education in morality which is increasingly advancing rapidly, so the level of human moral decline also decreases. The development of the times should make people have morality or good character, not the other way around with the development of the times and technology making people forget the importance of morality. Therefore, *the full day school* system is one way to overcome this problem, but the fact that the *full day school system*  has not been fully implemented in the field. And this is an interesting thing to study more deeply about how the implementation of *the full day school*  system has been implemented and implemented by schools or madrasas.

From the above background explanation, the research with the title of the implementation  *of the full day school* system in shaping the discipline and religious character of madrasah tsanawiyah QITA Malang City students aims to, namely: first, analyze and describe how the planning of *the full day school*  system shapes the disciplinary and religious character of students; second, analyze and describe how the implementation  *of full day school* in shaping the disciplinary and religious character of students; third, analyze and describe the implications of the *full day school system*  in shaping the disciplinary and religious character of Madrasah Tsanawiyah QITA students.

1. **METHOD (Calibri, 12 Bold)**

This research is a qualitative research, with the type of case study research. Case study research is a qualitative approach in which the researcher explores real life, various cases or contemporary limited systems (cases), through the collection of detailed and in-depth data involving various sources of information (multiple sources of information). Robert K. Yin explained that case studies are related to research subjects that are related to a specific or typical phase of the entire individual (Ma'ruf, 2022; Yin, 2006). The data collection technique uses in-depth interviews, participant observations, and documentation. Meanwhile, the data analysis technique uses Millesi and Huberman's theory.



**Figure 1.** Research Data Analysis Techniques

Broadly speaking, this study will analyze and describe the implementation of *the full day school system*  in shaping the disciplinary and religious character of Madrasah Tsanawiyah QITA students. There are several considerations why this qualitative approach is used. First, qualitative methods are easier to deal with when dealing with many facts. Second, this method directly represents the nature of the relationship between the author and the respondent. Third, this method is more sensitive and more adaptable to many of the general effects emphasis on the value patterns encountered.

1. **RESULT AND DISCUSSION (Calibri, 12 Bold)**
2. **Planning carried out by Madrasah Tsanawiyah QITA Malang in implementing the *full day school system*  to form the discipline and religious character of students**

The planning *of a full day school* in shaping the disciplinary and religious character of students at Madrasah Tsanawiyah QITA includes the integration of religious values in all school curriculum and activities. By integrating religious teachings in daily learning, students are given the opportunity to absorb and apply these values in their lives. Religious activities such as tahsin, tartil, tahfidz Al-Qur'an, dhuha prayer, dhuhur prayer and ashar in congregation, fostering students' morals with the book Akhlak lil banat and ta'lim mutaallim. In addition, good full *day school* planning also involves collaboration between schools, parents, and the community in supporting the formation of students' disciplinary and religious character. Thus, good *full day school* planning not only produces academically intelligent students, but also has a strong character, discipline, and solid religious awareness.

1. **Implementation of *the Full Day School System*  in Shaping Students' Disciplined and Religious Character at Madrasah Tsanawiyah QITA Malang**

The implementation  *of the full day school system* in shaping the disciplinary and religious character of Madrasah Tsanawiyah QITA students at MTs QITA Malang starts from the teacher who forms it by welcoming students in front of the gate, carrying out congregational dhuha prayers together with educators, ta'limul lughog al injliziyah wal arobiyah and muhadasah, formal learning (08.00 and 13.00), congregational dhuhur and ashar prayers, extracurricular activities, and Islamic holiday commemoration activities (PHBI) are held at certain times according to the national education calendar. A structured and dense schedule makes students accustomed to managing their time well, obeying the rules, and appreciating every activity that has been scheduled. Supervision from teachers during longer school hours also ensures that students remain within the established discipline corridors.

1. **Evaluation of the Effectiveness of *the Full Day School System*  in Shaping the Discipline and Religious Character of Students at Madrasah Tsanawiyah QITA Malang, and What Are the Results**

An evaluation of the *full day school system*  at Madrasah Tsanawiyah QITA shows that this system is effective in shaping the disciplinary and religious character of students. Time discipline, responsibility, and obedience to rules become more embedded in students. In addition, the religious character of students is also getting stronger with more time and opportunities to learn and practice religious teachings.

Evaluation of the effectiveness of this system involves various aspects, ranging from direct observation, interviews with teachers and students, to analysis of student achievement and behavior data. The evaluation is carried out by observation by reviewing the implementation and activities and programs that are part of the implementation of *the full day school* system. The *full day school system*  has been running for four years and is well implemented even though there are still shortcomings in its implementation in the field.

**Discussion (Calibri, 12 Bold)**

1. **Planning carried out by Madrasah Tsanawiyah in implementing the *full day school system*  to form the disciplinary and religious character of students**

*Full day school* is a learning system that is carried out in teaching and learning activities that are carried out all day by combining the learning system intensively, namely by providing additional time specifically for deepening for five days and Saturdays filled with relaxation or creativity (Peter Salim, 1988). Meanwhile, the opinion of Lidus Yardi in Siti Nur Hidayatus Solikhah said, "the application of *Full Day School* is a full-day learning process at school that is carried out by the school (Siti Nur Hidayatus Sholikhah, 2012). And another opinion reveals that *Full Day School* is a learning system that is carried out a full day by combining the learning system intensively, namely by providing additional time specifically for deepening for five days and Saturdays filled with relaxation or creativity (Imam Sururi, 2012).

*Full day school* have a planning system in implementing it so that the goals to be achieved are realized (Marleny Leasa, 2017). Planning *Full Day School* Good is the main foundation in shaping the disciplinary and religious character of students. Careful planning accommodates sufficient time for academic learning, extracurricular activities, and religious activities in a balanced manner. This ensures that students have adequate opportunities to engage in experiences that strengthen their discipline and religious awareness (Miftahul Fiqri, 2020). Through a well-structured schedule, schools can allocate time for character training, such as lessons on moral values, honesty, and responsibility, which are integral to the formation of students' character.

The planning *of a full day school* in shaping the disciplinary and religious character of students at Madrasah Tsanawiyah QITA includes the integration of religious values in all school curriculum and activities. By integrating religious teachings in daily learning, students are given the opportunity to absorb and apply these values in their lives. Religious activities such as tahsin, tartil, tahfidz Al-Qur'an, dhuha prayer, dhuhur prayer and ashar in congregation, fostering students' morals with the book Akhlak lil banat and ta'lim mutaallim. In addition, the planning *of a full day school* in shaping the disciplinary and religious character of students at Madrasah Tsanawiyah QITA with collaboration between schools, parents, and the community in supporting the formation of students' disciplinary and religious characters.

*Full day school* also as an innovative concept born from concern for the conventional school system, and with careful planning, *Full Day School* can enable the realization of a complete education (Neneng Unsara, 2018). System *Full day school* It is more possible to realize the intensification and effectiveness of the educational process. *Full day school* By using a longer time when possible for the realization of the intensification of the educational process in the sense that students are easier to direct and shape in accordance with the mission and orientation of education, because student activities are easier to monitor. System *Full Day School* It is an institution that has proven to be effective in applying students' abilities in all things, such as the application of Islamic religious education which covers all aspects, be it the cognitive, affective, and psychomotor realms (Lis Yulianti Syafrida Siregar, 2017).

Good *full day school* planning involves collaboration between schools, parents, and the community in supporting the formation of students' disciplined and religious character. By involving all relevant parties, schools can create a supportive environment for students to grow and develop holistically. Thus, good *full day school* planning not only produces academically intelligent students, but also has a strong character, discipline, and solid religious awareness.

1. **Implementation of *the Full Day School* System in Shaping Students' Discipline and Religious Character at Madrasah Tsanawiyah QITA Malang**

The implementation of *the full day school* system at Madrasah Tsanawiyah (MTs) is a strategic step to form a disciplined and religious character in students. With this system, students stay in the school environment longer so that more time can be used to instill discipline values. A structured and dense schedule makes students accustomed to managing their time well, obeying the rules, and appreciating every activity that has been scheduled. Supervision from teachers during longer school hours also ensures that students remain within the established discipline corridors.

The implementation of *the full day school* system in shaping the disciplined and religious character of Madrasah Tsanawiyah students by implementing  *the full day school system* starts at 07.00 am with teachers who welcome students in front of the gate, after that carrying out the dhuha prayer with a deliberately loud voice so that students who do not memorize the prayer readings can memorize and students who do not know can know what the dhuha prayer readings are, Followed by the morning ceremony, then morning monitoring such as the provision of mufrodat and vocab for additional daily memorization of children, then continued with a recitation class with a tahsin class for new students who can recite and a tahfidz class for students who memorize and are directly read by their respective ustadzah, then continued with a break, then general lessons for the 3rd hour, 4th hour, The 5th and 6th hours then break the congregational high prayer at 12.40 and continue for learning in the 7th, 8th, 9th hours then pray Ashar and go home at 15.00. That's how every day the implementation  *of full day school* at Madrasah Tsanawiyah QITA Malang.

In addition to forming a disciplinary character, *full day school* at Madrasah Tsanawiyah QITA is also very effective in instilling religious values in students. Longer study times allow schools to integrate more religious activities in the daily curriculum, such as recitation of the Qur'an, dhuha prayers, and religious studies. These activities not only deepen students' understanding of religion but also familiarize them to carry out worship regularly.

According to The Liang Gie, as quoted by Ali Imron in his book entitled "School-Based Student Management", discipline is an orderly state in which people who are members of an organization are subject to existing regulations with a sense of pleasure (Ali Imron, 2011). The formation of discipline and religious character in students has a significant impact on educational progress, especially on the improvement and development of children's education. Because education is not only a process of transferring knowledge, but also in it there is a process of character formation (Ma'ruf, 2022). Education is an effort from humans to acquire knowledge and increase their potentials so that they always become intelligent and dignified people. Where the meaning of education here is not only the transfer of knowledge but also changing the behavior of each child to become a child with character (Hengki Satrisno, 2018).

The development and improvement of the quality of education is an obligation for all Indonesian people to realize welfare and increase morality and live in harmony. Education makes human beings to develop and increase their potential. Therefore, education not only makes humans have intellectual intelligence but also have emotional intelligence and have faith and piety to their God. And to realize these educational goals as stated in the National Education System Law No. 20 of 2003 Article 3, Indonesia's national education system continues to undergo changes, one of which is by implementing *a full day school* system.

Full'day school itself is an alternative in an effort to improve educational problems, especially in the problem of discipline and religious character which is the need of the community that allows their children to study much longer at school (Asmani, 2017). *Full day school* Making students understand the importance of moral values such as respect for life and independence, responsibility towards others, honesty, justice, tolerance, respect, self-discipline, kindness, compassion, and encouragement or support define the whole way about being a good person. When combined, all of these values become a moral legacy that is passed down from one generation to the next. Literacy ethka requires knowledge of these values (Thomas Lickona, 2015).

Knowing a value also means knowing how to apply the value in question in various situations. What does "responsibility" mean when you see someone desecrating school property or taking something that doesn't belong to them? What does "respect" say when someone spreads a reputation that damages others? When the female students, both men and women, conveyed through a questionnaire that it was okay for a man to force sex on a woman if the man bought her a lot of things. In fact, this conveys to us that part of the work of moral education is "translation" helping young parents translate the abstract values of respect and responsibility into their personal relationships.

With the formation of this *full day school* system , the safety of children will be guaranteed and avoid activities outside of school that smell negative. Students not only learn to get subject matter formally in class but also get personality development with ibdaha practice activities, arts, skills and other creativity that can develop student potential. So that with a longer learning time, the achievement of Islamic religious education, *the full day school* program and the religious character of students will increase. Thus, students not only gain academic knowledge but also experience the formation of a strong religious character in daily life.

It can be concluded that the implementation  *of the full day school system* in shaping the disciplined and religious character of Madrasah Tsanawiyah QITA students at MTs QITA Malang starts from the teacher by welcoming students, carrying out congregational dhuha prayers, ta'limul lughog al injliziyah wal arobiyah and muhadasah, formal learning (08.00 and 13.00), congregational dhuhur and ashar prayers, extracurricular activities, and Islamic holiday commemoration activities (PHBI) held at times certain adjust the national education calendar. In addition, the results of the implementation  *of the full day school* system on the character of discipline include: time discipline, obedience to rules and responsibility, independence; while on religious character includes: piety, practice of religious values, and simplicity. This system not only improves academic achievement but also shapes the disciplinary and religious character of students according to the goals of madrasah education.

1. **Evaluation of the Effectiveness of *the Full Day School System*  in Shaping the Discipline and Religious Character of Students at Madrasah Tsanawiyah QITA Malang**

Education is the main foundation in the formation of individual character, especially in adolescence. Madrasah Tsanawiyah QITA in Malang has implemented *a full day school system*  as an effort to improve the quality of education while shaping the disciplined and religious character of students. Evaluation of the effectiveness of this system is important to know the extent to which the goal is achieved.

An evaluation of the *full day school* system at Madrasah Tsanawiyah QITA shows that this system is effective in shaping the disciplinary and religious character of students. Time discipline, responsibility, and obedience to rules become more embedded in students. In addition, the religious character of students is also getting stronger with more time and opportunities to learn and practice religious teachings. Thus, the *full day school system*  at Madrasah Tsanawiyah QITA not only succeeds in improving academic achievement but also shaping the character of students who are disciplined and religious, in accordance with the educational goals at this madrasah.

From the results of observations and interviews with various parties in the madrasah, it can be seen that  *the full day school* system has a significant impact on the formation of students' disciplinary character. Students become more regular and punctual in carrying out daily activities. They are used to tight schedules and responsibilities to school assignments. This discipline is not only seen in terms of attendance and compliance with school regulations, but also in the management of their time outside of school. Teachers noted that students were more focused and able to complete tasks well, which showed an improvement in self-regulation and personal responsibility.

In addition to discipline, *the full day school* system also has a significant influence on the formation of students' religious character. With additional time at school, students have more opportunities to participate in religious activities such as congregational prayers, recitations, and religious studies. These activities not only teach religious theories, but also practice religious values in daily life. Students show improvement in understanding and practicing Islamic religious teachings. They become more diligent in worship and more active in religious activities at home and in the community. Parents of students reported that their children were more often reminded to pray in congregation at home and were more disciplined in reading the Qur'an.

The evaluation of the *full day school*  system resulted in implications for the character of students at Madrasah Tsanawiyah QITA in shaping disciplinary and religious characters, which is very visible in students' behavior and attitudes in daily life. One of the positive impacts is the increase in discipline. By following a strict and structured schedule, students learn to respect time, adhere to rules, and better manage their activities. This is not only seen in the academic context, but also in their daily activities outside of school. Students who are familiar with this system tend to have better time management and the ability to complete their tasks efficiently. Utilizing time as effectively and efficiently as possible will minimize the use of useless or wasted time. Because Islam teaches to really pay attention and apply the values of discipline in daily life to build a better quality of life[[1]](#footnote-1).

The impact of the implications of the *full day school* system at Madrasah Tsanawiyah QITA in shaping religious character is very significant and covers various aspects of student life. With the addition of longer study times, schools can integrate more religious activities into students' daily schedules, such as congregational prayers, Qur'anic recitations, and religious studies. These activities help students to better understand and appreciate the teachings of Islam, as well as form consistent religious habits.

For this reason, children, as part of their moral education, need many opportunities to develop good habits, many practices in terms of being a good person, this means repeated experiences in doing what is helpful, what is honest, what is friendly, and what is good. Therefore, good habits that help will benefit themselves even when they are facing tough situations.

For this reason, the formation of disciplinary character and religious character will not succeed if educators only give instructions to students to follow religious rules and teachings, but educators need to be an example that can be emulated by students (Mahmudiyah & Mulyadi, 2021). In this way, it is easier for students to imitate the positive behavior of their teachers, so that the character formation process will be more effective. With the right support from teachers, parents, and adequate facilities, this system can produce students who not only excel academically, but also have strong character and noble ethics. However, attention must be paid to the balance and health of students to ensure the sustainability of the program.

1. **CONCLUSION (Calibri, 12 Bold)**

Based on the exposure to data and explanation, it can be concluded that the results of the study show: first, the planning  *of the full day school system*  in shaping the disciplinary and religious character of students by accommodating academic learning time, extracurricular activities, and religious activities. Integration of religious values in curriculum and activities; second, the implementation of *full day school* in shaping the disciplinary and religious character of students with strategic steps and intensive supervision of teachers; third, evaluation of the effectiveness of *the full day school system*  in shaping the disciplinary and religious character of students by arranging scheduled and structured student activities, evaluation by observation and interviews. The results of the implementation  *of the full day school* system on the character of discipline: time discipline, obedience to rules and responsibility, independence; religious character: piety, practice of religious values, and simplicity. This system not only improves academic achievement but also shapes the disciplinary and religious character of students according to the goals of madrasah education.

1. **ACKNOWLEDGEMENTS (Calibri, 12 Bold)**

This research is expected to contribute thought and science in the formation of students' disciplinary and religious character through the *full day school*  system for the world of education. In addition, further research is expected to examine more deeply the formation of student character through different objects.

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1. [↑](#footnote-ref-1)