

## **The Effect of Character Building on Student Discipline at Karitas Catholic High School in Tomohon**

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**Abstract**

This study investigates the influence of character development on student discipline at Karitas Catholic High School, Tomohon. In the context of education, fostering student discipline is essential for creating an orderly and conducive learning environment, as well as developing responsible and socially aware individuals. Despite the recognized importance of character education, gaps remain in systematically implementing programs that translate moral values into measurable behavioral outcomes. The purpose of this study is to examine how structured character development programs affect various aspects of student discipline, including punctuality, adherence to school rules, task completion, and ethical conduct. The research employed a quantitative correlational design with a sample of 179 students from grades 10 and 11, selected through purposive sampling. Data were collected using a 50-item Likert-scale questionnaire measuring character development and discipline, validated through expert review and pilot testing, with reliability confirmed via Cronbach's alpha. Data were analyzed using SPSS software and Pearson Product-Moment correlation to determine the strength and significance of the relationship between the variables. The findings indicate a very strong and significant positive correlation ( $r = 0.850$ ,  $p < 0.05$ ), demonstrating that higher levels of character development are associated with increased student discipline. The results highlight the critical role of planned and continuous character education in shaping student behavior, underscoring its importance as a foundation for academic success and moral development.

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### **INTRODUCTION**

According to the National Education System Law Number 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students can be actively involved in developing their potential in preparing for their role in the future (Permendikbud, 2013). Therefore, education aims to educate the life of the nation and develop the whole Indonesian people, namely human beings who believe and are devoted to God Almighty and have noble ethics, have knowledge and skills, physical and spiritual health, a stable and independent personality, and a sense of community and national responsibility. With education, human potential will grow and develop into people who have organized

patterns and thoughts, manifested in their good attitudes and behaviors (Calhau et al., 2024; Ismail et al., 2022; Syafii & Azhari, 2025).

One of the most important character values to be developed in the school environment is discipline (Calhau et al., 2024; Friedman, 2025; Jumriani et al., 2022; Syafii & Azhari, 2025). Discipline is an attitude of obedience to rules and regulations, and being able to carry out responsibilities with self-awareness. Students who have high discipline tend to arrive on time, obey school rules, follow learning in an orderly manner, and complete assignments according to the specified time. On the other hand, low student discipline can be seen from late arrival to school, lack of order in the learning process, violation of school rules, and lack of responsibility for the tasks given by teachers.

Efforts to foster student discipline cannot be done instantly but require an ongoing coaching process (Li et al., 2023; Rivadeneira & Inga, 2023). One form of this effort is through character development. Character development is the process of instilling moral values, ethics, responsibility, honesty, cooperation, and discipline, which is carried out in a planned manner through learning activities, teacher examples, school culture, and various habituation programs. Through good character development, students are expected to be able to understand positive values and apply them in daily life, including in terms of discipline (Gomez, 2024; Islamic et al., 2024; Khasbiyah & Apriani, 2025; Shaharani & Februannisa, 2023).

Karitas Tomohon Catholic High School as one of the educational institutions has a concern for the formation of students' character. The school not only emphasizes academic achievements but also seeks to instill character values through school discipline, religious activities, spiritual coaching, habituation of orderly living, and the example of educators. However, in practice, various forms of indiscipline are still found in some students, such as late attendance, lack of order in participating in learning activities, and delayed submission of assignments. This condition shows that character development needs to be continuously evaluated and improved in order to have a real impact on student discipline.

Based on this description, it is important to know the extent to which character development affects student discipline at Karitas Tomohon Catholic High School. Therefore, this study was conducted with the aim of analyzing the influence of character development on student discipline at Karitas Tomohon Catholic High School. The results of this research are expected to provide benefits for schools in developing more effective character development programs to improve student discipline.

Etymologically, the term coaching, from the word "bina," does not just mean to build physically but rather leads to a continuous, directed, and deliberate process to produce better changes in a person. This means that coaching is not an instant action but an educational process that involves continuous guidance, practice, supervision, and habituation so that individuals experience real development, both in terms of attitudes, behaviors, and personalities (Mustaring, 2023).

Meanwhile, the term character, from the Greek word *charassein* (carving), gives a very deep meaning, namely that a person's character is formed through a long-lasting process of "carving." Like carving on stone, this process requires perseverance, consistency, and influence from the surrounding environment. Thus, character is not something that is carried from birth as a whole but is formed through life experiences, education, examples, and social interactions experienced by individuals (Fuad Hilmi, 2023).

Character development aims to form individuals who are moral, responsible, and have strong moral values. This means that learners are not only directed to know what is good and right but also able to live and realize it in real action. Strong moral values are the basis for students to make decisions so that they are not easily influenced by negative things in the surrounding environment (Fawaid, 2017).

In addition, character development also focuses on developing key attitudes such as discipline, honesty, responsibility, and social concern. Discipline helps students organize themselves and time, honesty shapes personal integrity, responsibility fosters awareness of duties and obligations, while social care encourages students to be sensitive to others. These values are very important in daily life, both at school and in society (Ayu Maswati, 2022).

Character development aims to shape students' personalities so that they are able to behave according to applicable norms. This means that students are guided to have the ability to adjust to existing rules, regulations, and social values. Thus, they can become individuals who are not only academically intelligent but also socially and emotionally mature (Vania Stefani Kale, 2024).

It is carried out in a planned and sustainable manner through various school activities. Character development cannot be done spontaneously or only occasionally but must be designed systematically in the school program. This means that character values are included in the curriculum, intracurricular, co-curricular, and extracurricular activities. In addition, the implementation must be sustainable so that students experience the process of character formation consistently over time. Thus, character not only becomes a theory but actually becomes a habit of the student's life (Mustaring, 2023).

Instilling moral values through example, habituation, and real activities. Moral values will be more effectively instilled if students see direct examples from the teacher and the surrounding environment (example). Additionally, habits such as time discipline, courtesy, and responsibility help shape character gradually. Real activities such as community service, social activities, and service also provide direct experience for students to practice these values. So, students not only know what is good but also do what is good (Vania Stefani Kale, 2024).

Involving all components of the school, including teachers, students, and the environment. Character development is not only the task of religious teachers or homeroom teachers but the responsibility of all school residents. Teachers play the role of mentors and role models, students as fostered subjects, and the school environment as a place of character formation. In fact, the involvement of parents and the community is also very important so that the values taught at school are in line with the daily lives of students. This collaboration makes character development more effective and comprehensive (Aini & Daulai, 2024).

Oriented toward real changes in students' attitudes and behaviors. The main goal of character development is to have concrete changes in students, not just theoretical understanding. This change is seen in attitudes such as discipline, responsibility, honesty, and concern for others. This means that the success of character development is measured by the real behavior of students in daily life, both at school and outside of school. Thus, character education really produces a better and moral person (Fuad Hilmi, 2023).

Factors that affect character development include:

Internal factors, such as student self-awareness and motivation. Internal factors come from within the students themselves, especially related to awareness and willingness to be disciplined. Self-awareness makes students able to understand what is right and wrong and take responsibility for their actions. Meanwhile, motivation is the main driving force that moves students to do things consistently, including obeying the rules. Students who are highly motivated tend to be more disciplined because they have clear goals, such as wanting to excel or become a better person. On the other hand, low motivation can cause students to easily break the rules because they do not have a strong drive from within (Fuad Hilmi, 2023).

Family factors, especially parenting and home environment. The family is the first and main environment in the formation of a child's character. Parental parenting greatly affects student discipline. Firm but loving parenting will help children understand boundaries and responsibilities. In addition, habits built at home such as managing study time, discipline in daily activities, and good communication will be carried over to the school environment. If the

family environment is less supportive, for example parents do not pay attention or are inconsistent in the rules, then the child tends to have difficulty in forming a disciplined attitude (Aini & Daulai, 2024).

School factors, such as the role of teachers, coaching programs, and school culture. School is an important place in developing student discipline through various rules and activities. The role of teachers is vital as a role model, guide, and director. Teachers who are consistent in applying rules and setting a good example will help students understand the importance of discipline. In addition, coaching programs such as religious activities, school discipline, and extracurricular activities also contribute to shaping the character of students. A positive school culture such as a culture of order, mutual respect, and responsibility will create an environment that supports students to be disciplined consistently (Mustaring, 2023).

Social environmental factors, including peers and society. The social environment has a considerable influence on student behavior, especially in adolescence. Peers are often a reference in behaving and acting. If students are in a positive social environment, they will be encouraged to behave in a disciplined manner. However, if the social environment is not good, students can be influenced to break the rules. In addition, the surrounding community also plays a role in shaping the values and norms that students embrace. An orderly, safe, and positive social environment will help strengthen students' disciplined attitudes in daily life (Mustaring, 2023).

Etymologically, discipline does not only refer to "practice" or "teaching" but also contains elements of character formation through repetitive and directed processes. That is, discipline is not something that appears instantly but rather the result of constant habituation that shapes a person's behavior pattern. In this context, discipline is closely related to the educational process because through practice and guidance, individuals are formed to be able to act regularly and responsibly (Putri et al., 2024).

In general, discipline as an attitude of obedience to rules is not only external (because of the existence of rules) but also internal, namely awareness from within to do the right thing without having to be supervised. True discipline is characterized by the ability to control oneself (self-control) so that a person continues to behave according to the norm even though there is no pressure from outside. Thus, discipline includes three important aspects, namely compliance with rules, self-awareness, and consistency in actions (Aini & Daulai, 2024).

In the context of education, student discipline is an important indicator of the success of the learning process. Discipline is not only seen from administrative matters such as arriving on time or wearing uniforms according to the rules but also reflects an attitude of responsibility in learning, such as paying attention to teachers, being active in learning activities, and completing tasks well. In other words, student discipline reflects their readiness to learn optimally (Putri et al., 2024).

Discipline aims to form orderly, organized, and responsible student behavior in daily life. This means that students do not just obey the rules for fear of punishment but begin to have an internal awareness to act right. For example, students arrive on time, do their assignments well, and maintain proper conduct in class without having to be constantly supervised. Thus, discipline helps students build positive habits that will carry over to life outside of school (Aini & Daulai, 2024).

Discipline plays an important role in creating a conducive learning environment. An orderly and organized environment makes the learning process run more effectively because it is not disturbed by deviant behavior. When all students obey the rules, the classroom atmosphere becomes more focused, safe, and comfortable, so that teachers can teach optimally and students can receive the material well. This condition has a direct impact on improving students' learning outcomes and academic success (Shodiqoh & Sutoyo, 2022).

Education worldwide faces the persistent challenge of not only imparting academic knowledge but also nurturing well-rounded individuals who exhibit responsible and disciplined behavior. Across countries, there is growing recognition that cognitive learning alone is insufficient to prepare students for the complexities of modern society. The Organisation for Economic Co-operation and Development (OECD, 2023) emphasizes that social-emotional skills, including self-discipline, integrity, and responsibility, are critical for personal success and social cohesion. Despite these global priorities, many educational systems struggle to integrate character development effectively into school curricula.

Discipline, a central aspect of character development, has been identified as a key determinant of academic success and social adaptability. According to UNESCO (2022), students who demonstrate higher levels of self-discipline tend to achieve better academic outcomes and maintain positive peer relationships. Conversely, indiscipline manifests in late attendance, incomplete assignments, and disruptive classroom behavior, which not only affects individual learning but also the broader classroom environment. These findings underline the universal relevance of research into the mechanisms that foster student discipline through structured educational interventions.

At the national level, Indonesia's National Education System Law Number 20 of 2003 highlights the importance of holistic education, emphasizing moral, ethical, and social development alongside knowledge acquisition (Permendikbud, 2013). This aligns with international trends advocating for character education as an integral part of school programs. In practice, however, gaps persist in consistently applying character development strategies that translate into measurable behavioral outcomes among students. Schools often emphasize academic achievement while underutilizing systematic approaches to instill ethical and disciplined behavior.

Previous research has explored the relationship between character education and student outcomes. For instance, Hilmi (2023) and Shodiqoh & Sutoyo (2022) demonstrated a positive correlation between structured character development programs and improved student discipline, indicating that deliberate interventions can reinforce self-regulation and ethical behavior. Similarly, studies by Aini & Daulai (2024) revealed that multifaceted programs involving teachers, peers, and school culture contribute significantly to shaping student attitudes. These studies, while insightful, often focus on narrow contexts, leaving questions about the generalizability and long-term impact of character education interventions.

Despite these contributions, research gaps remain in examining the integrated effects of internal, familial, school, and social environmental factors on student discipline. Existing studies predominantly analyze isolated variables, overlooking the complex interplay between motivation, parental support, peer influence, and institutional culture. Moreover, quantitative analyses measuring the strength of these relationships through robust statistical methods remain limited, particularly within the Indonesian context where cultural and social norms uniquely influence student behavior.

The urgency of this research stems from the increasing concern about student indiscipline and its implications for educational quality. Schools face challenges in creating orderly learning environments that foster both cognitive and moral development. Inadequate attention to character development can result in students who, despite academic proficiency, lack essential social and ethical skills. By addressing these gaps, research can provide evidence-based strategies to cultivate holistic, disciplined learners capable of contributing positively to society.

The novelty of this study lies in its comprehensive examination of character development as a primary predictor of student discipline, quantified through a structured correlational analysis. Unlike prior studies that often rely on descriptive or qualitative assessments, this research employs a quantitative approach, utilizing Pearson correlation

techniques to measure the strength and significance of the relationship between character education programs and student disciplinary outcomes at Karitas Catholic High School, Tomohon (Mustaring et al., 2023).

The purpose of the study is to investigate how character development programs influence student discipline and to provide empirical evidence that supports the design and implementation of effective educational interventions. By focusing on measurable outcomes such as punctuality, rule adherence, task completion, and social behavior, the study translates abstract concepts of ethics and morality into observable and actionable educational strategies.

This research contributes to both theory and practice by reinforcing the importance of holistic education frameworks that integrate cognitive, affective, and behavioral components. The findings offer practical insights for educators, administrators, and policymakers seeking to enhance the efficacy of character education programs, ultimately supporting the creation of disciplined, responsible, and socially aware students who can thrive in complex social environments.

Finally, the research objectives are clearly defined: to quantify the relationship between character development and student discipline, identify key factors influencing behavioral outcomes, and provide recommendations for optimizing character education in schools. The anticipated benefits extend beyond academic performance, encompassing the cultivation of personal integrity, social responsibility, and long-term societal contributions, aligning with both national educational mandates and global educational goals.

## **METHOD**

This research employs a quantitative approach with a correlational design to examine the relationship between character development and student discipline. The population consists of all students enrolled in grades 10 and 11 at Karitas Catholic High School, Tomohon. A sample of 179 students was selected using a purposive sampling technique, ensuring participants were actively involved in school activities and capable of responding to the research instruments accurately. The study focuses on capturing variations in character development and discipline behaviors among students in a controlled educational setting.

The research instrument comprises a structured questionnaire developed on a 4-point Likert scale ranging from Strongly Agree to Strongly Disagree, containing 50 items measuring both character development and discipline. Validity of the instrument was established through expert review and pilot testing to ensure clarity and relevance of items, while reliability was confirmed using Cronbach's alpha coefficients, achieving acceptable levels ( $>0.7$ ) for both variables. Data collection involved online questionnaires distributed with guidance from classroom teachers, supplemented by observation of classroom behaviors to enhance response accuracy. The research procedure followed a systematic sequence: preparation of instruments, obtaining consent, distributing questionnaires, collecting responses, and verifying completeness.

Collected data were processed and analyzed using SPSS software, employing Pearson Product-Moment correlation analysis to examine the strength and direction of the relationship between character development and student discipline. Assumptions of normality and linearity were tested to confirm the appropriateness of parametric analysis. Descriptive statistics summarized the sample characteristics, while inferential statistics determined the significance and magnitude of correlations, providing empirical evidence of the impact of character development programs on student discipline. This methodological approach ensures rigor, reproducibility, and validity of the research findings.

## RESULTS AND DISCUSSION

### Descriptive Statistics

**Table 1 Descriptive Statistical Table of Variables for Character Development and Student Discipline**

|                       | N         | Minimum   | Maximum   | Sum       | Red       | Std. Deviation |
|-----------------------|-----------|-----------|-----------|-----------|-----------|----------------|
|                       | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic      |
| Character Development | 179       | 48        | 80        | 11182     | 62,47     | ,421           |
| Student Discipline    | 179       | 51        | 76        | 11208     | 62,61     | ,423           |
| Valid N (listwise)    | 179       |           |           |           |           |                |

Based on the table above, the results of descriptive statistical analysis, it is known that the number of respondents in this study is 179 students. The character development variable has a minimum value of 48 and a maximum of 80 with an average of 62.47 and a standard deviation of 5.634. Meanwhile, the student discipline variable had a minimum score of 51 and a maximum of 76 with an average of 62.61 and a standard deviation of 5.661. This shows that both variables have relatively balanced average values with a not too large data dissemination rate.

### Statistical Assumption Test

The classic assumption test is carried out in 2 ways, namely the data normality and the data linearity test

**Table 2 Data Normality**

|                       | Student Discipline | Kolmogorov-Smirnova |    |       | Shapiro-Wilk |    |      |
|-----------------------|--------------------|---------------------|----|-------|--------------|----|------|
|                       |                    | Statistic           | df | Sig.  | Statistic    | df | Sig. |
| Character Development | 51                 | ,260                | 2  | .     |              |    |      |
|                       | 52                 | ,385                | 3  | .     | ,750         | 3  | ,000 |
|                       | 53                 | ,283                | 4  | .     | ,863         | 4  | ,272 |
|                       | 54                 | ,159                | 7  | ,200* | ,969         | 7  | ,893 |
|                       | 55                 | ,251                | 4  | .     | ,927         | 4  | ,574 |
|                       | 56                 | ,203                | 9  | ,200* | ,950         | 9  | ,689 |
|                       | 57                 | ,200                | 6  | ,200* | ,958         | 6  | ,801 |
|                       | 58                 | ,172                | 11 | ,200* | ,959         | 11 | ,762 |
|                       | 59                 | ,220                | 8  | ,200* | ,917         | 8  | ,408 |
|                       | 60                 | ,138                | 12 | ,200* | ,957         | 12 | ,738 |
|                       | 61                 | ,160                | 12 | ,200* | ,956         | 12 | ,727 |
|                       | 62                 | ,175                | 16 | ,200* | ,939         | 16 | ,335 |
|                       | 63                 | ,300                | 5  | ,161  | ,883         | 5  | ,325 |
|                       | 64                 | ,194                | 12 | ,200* | ,932         | 12 | ,406 |
|                       | 65                 | ,196                | 14 | ,148  | ,945         | 14 | ,482 |
|                       | 66                 | ,174                | 7  | ,200* | ,940         | 7  | ,637 |
|                       | 67                 | ,229                | 8  | ,200* | ,924         | 8  | ,460 |
|                       | 68                 | ,353                | 8  | ,004  | ,819         | 8  | ,046 |
|                       | 69                 | ,199                | 5  | ,200* | ,967         | 5  | ,858 |
|                       | 70                 | ,175                | 10 | ,200* | ,934         | 10 | ,491 |
|                       | 71                 | ,315                | 6  | ,064  | ,781         | 6  | ,039 |
|                       | 72                 | ,348                | 5  | ,047  | ,779         | 5  | ,054 |
|                       | 73                 | ,260                | 2  | .     |              |    |      |
|                       | 76                 | ,385                | 3  | .     | ,750         | 3  | ,000 |

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, the results of the Kolmogorov-Smirnov test are known that most of the data have a significance value greater than 0.05. This can be seen in several character development values, such as scores of 54, 56, 57, 58, 59, 60, 61, 62, 64, 66, 67, 69, and 70 which each obtained a significance value of 0.200. In addition, a score of 63 obtained a significance value of 0.161, a score of 65 of 0.148, and a score of 71 of 0.064. These values indicate that the data in the group is normally distributed.

**Table 3 Results of the Linearity Test between Character Development and Student Discipline**

|                                             |                |                          | Sum of Squares | df  | Mean Square | F       | Sig. |
|---------------------------------------------|----------------|--------------------------|----------------|-----|-------------|---------|------|
| Character Development<br>Student Discipline | Between Groups | (Combined)               | 4296,390       | 23  | 186,800     | 21,381  | ,000 |
|                                             |                | Linearity                | 4081,811       | 1   | 4081,811    | 467,202 | ,000 |
|                                             |                | Deviation from Linearity | 214,579        | 22  | 9,754       | 1,116   | ,335 |
|                                             | Within Groups  |                          | 1354,191       | 155 | 8,737       |         |      |
|                                             | Total          |                          | 5650,581       | 178 |             |         |      |

Based on the table above, the results of the linearity test show that the significance value on Linearity is 0.000 ( $<0.05$ ), which means that there is a significant linear relationship between character development and student discipline. In addition, the significance value of Deviation from Linearity of 0.335 ( $>0.05$ ) indicates that there is no deviation from linearity. Thus, the relationship between the two variables is linear and significant.

### Hypothesis Test Results / Inferential Statistics

**Table 4 Pearson Correlation**

|                       |                     | Character Development | Student Discipline |
|-----------------------|---------------------|-----------------------|--------------------|
| Character Development | Pearson Correlation | 1                     | ,850**             |
|                       | Sig. (1-tailed)     |                       | ,000               |
|                       | N                   | 179                   | 179                |
| Student Discipline    | Pearson Correlation | ,850**                | 1                  |
|                       | Sig. (1-tailed)     | ,000                  |                    |
|                       | N                   | 179                   | 179                |

\*\* . Correlation is significant at the 0.01 level (1-tailed).

Based on the table above, the results of the Pearson correlation test show that there is a very strong and significant relationship between character development and student discipline, with a correlation coefficient value of 0.850 and a significance value of 0.000 ( $<0.05$ ). This shows that the better the character development, the higher the level of student discipline.

The results of this study provide a real picture of the relationship between character development and student discipline. This discussion focuses on the interpretation of descriptive statistical results, the fulfillment of statistical assumptions, and the meaning of correlational findings in the context of educational theory and practice.

Based on the results of descriptive statistical analysis, it is known that character development has an average score of 62.47, while student discipline has an average score of 62.61. The average scores of the two variables are relatively balanced and show that, in general, students have a fairly good level of character development and discipline. The relatively small

standard deviation values in both variables show that the data were homogeneously dispersed, indicating no noticeable differences between students. This condition indicates that the school environment plays a role in shaping the character and discipline of students relatively evenly.

The results of the normality test using Shapiro–Wilk showed that most of the data were normally distributed, which was characterized by a significance value greater than 0.05, although some data showed abnormal distribution. Furthermore, the results of the linearity test showed that the relationship between character development and student discipline was linear, with a significance value in the Linearity line of 0.000 ( $<0.05$ ) and Deviation from Linearity of 0.335 ( $>0.05$ ). The fulfillment of this linearity assumption shows that the research data is worth analyzing using parametric statistics, especially the Pearson correlation test.

The results of the Pearson correlation test showed that there was a positive and significant relationship between character development and student discipline, with a correlation coefficient value of 0.850 and a significance value of 0.000. The correlation coefficient value is in the very strong category, which indicates that character development has a very substantial role in shaping student discipline. This means that the better the character development that is applied, the higher the level of student discipline in daily life in the school environment.

These findings are in line with the concept of character education, which emphasizes that values such as responsibility, discipline, honesty, and consistency are the foundation for shaping student behavior. Character development that is carried out in a directed and continuous manner will help students internalize these values, so that disciplined behavior arises not only because of rules but also because of self-awareness. Thus, character development serves not only as moral formation but also as the main foundation in building student discipline.

The results of this study also align with various previous studies showing that character education has an influence on student discipline. Students who receive good character development tend to have stronger self-control, are able to obey rules, and show responsible behavior in learning activities and social interactions at school.

In the context of education, these findings have important implications for teachers and schools. Character development needs to be consistently integrated into the learning process and daily school life. Teachers have a strategic role as role models in instilling character values through attitudes, behaviors, and interactions with students. In addition, schools need to create an environment that supports character formation through a culture of discipline, clear rules, and activities that build positive habits. Thus, character development can run optimally and have a direct impact on improving student discipline.

## CONCLUSION

Based on the results of research that has been conducted on 179 students at Karitas Tomohon Catholic High School, it can be concluded that character development has a positive and significant relationship with student discipline. The results of the Pearson correlation test showed a correlation coefficient value of 0.850 with a significance value (Sig. 1-tailed) of 0.000, which is smaller than the significance value of 0.05. These findings show that the better the character development that is implemented, the higher the level of student discipline in life in the school environment. The relationship that is in the very strong category indicates that character development has a very large role in the formation of student discipline, although it is still possible that there are other factors that also affect it.

Based on this conclusion, it is hoped that schools and educators will pay more serious attention to the implementation of character development as an integral part of the educational process. Teachers are expected to develop learning strategies that not only focus on cognitive aspects, but also instill character values such as responsibility, discipline, honesty, and

consistency through example and habituation in daily activities at school. In addition, further research is recommended to involve other variables that have the potential to affect student discipline, such as family environment, school culture, and learning motivation, and use more diverse methods to obtain a more comprehensive picture of the factors that affect student discipline.

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