

SUPPORTING FACTORS FOR THE FORMATION OF DISCIPLINED CHARACTER OF GENERATION Z THROUGH THE DEDICATION OF STUDENTS TO SCHOOL AND ENTREPRENEURIAL SKILLS (DSE) PROGRAM AT MUHAMMADIYAH KRAMAT VOCATIONAL SCHOOL

Anggun Fitriyani¹, Wahyu Jati Kusuma², Tity Kusrina³

^{1,2,3}*Universitas Pancasakti Tegal, Indonesia*

Email: Anggnftryni25@gmail.com

Abstract

Discipline character is one of the essential values that should be developed among Generation Z to prepare them for academic, social, and professional responsibilities. Schools play a strategic role in fostering this character through structured educational programs, including the Dedication of Students to School and Entrepreneurial Skills (DSE) program. This study aims to analyze the supporting factors contributing to the formation of Generation Z's discipline character through the DSE program at SMK Muhammadiyah Kramat. This research employed a qualitative descriptive approach. Data were collected through interviews, observations, and documentation involving the principal, vice principal for student affairs, DSE supervisors, and students participating in the program. The data were analyzed using data reduction, data display, and conclusion drawing, while source triangulation was applied to ensure data credibility. The findings indicate that the formation of discipline character is supported by both internal and external factors. Internal factors include students' self-awareness, motivation, and sense of responsibility. External factors consist of the implementation of the DSE program, teachers' guidance and role modeling, school culture, family support, and a conducive school environment. These supporting factors collectively encourage the development of disciplined behavior among students. The study concludes that the synergy between students' internal readiness and external educational support plays a significant role in strengthening discipline character among Generation Z.

Keywords: discipline character; DSE program; Generation Z; supporting factors; qualitative research

INTRODUCTION

Discipline is one of the fundamental character values that plays an important role in shaping students into responsible individuals who consistently comply with rules and fulfill their obligations. For Generation Z, the development of discipline has become increasingly important because they grow up in an era characterized by rapid technological advancement and digital transformation. Therefore, character education should not only emphasize academic achievement but also foster students' self-control, responsibility, and discipline as essential competencies for both social life and future employment.

The formation of discipline character is a gradual process developed through habituation, role modelling, learning experiences, and continuous interaction between students and their surrounding environment. Discipline is influenced by both internal factors, including self-awareness, motivation, and responsibility, and external factors, such as school culture, teachers' role models, family support, and educational environments. Consequently, the success of discipline character formation depends not only on the implementation of educational programs but also on the supporting factors that facilitate the internalization of disciplinary values.

Previous studies have demonstrated that discipline character can be developed through various school-based habituation programs. Anam, Satir, and Kaimudin (2025) reported that the habituation of congregational Dhuhr prayer successfully improved students' discipline, responsibility, and respect. Likewise, Chotijah et al. (2024) found that the Ubudiyah Program enhanced students' discipline through the support of schools and parents. Fitria and Karnadi (2023) further revealed that a positive school culture contributed significantly to students' discipline and compliance with school regulations. Similarly, Aliyyani and Kusrina (2025) concluded that the internalization of disciplinary values through religious activities effectively fostered students' discipline and responsibility. Collectively, these studies indicate that habituation, school culture, and role modelling are essential elements in developing students' discipline character.

Nevertheless, previous studies have primarily focused on the implementation of character education programs rather than examining the supporting factors that contribute to their success. Limited attention has been given to identifying the internal and external factors that support the formation of discipline character, particularly through the *Dedication of Students to School and Entrepreneurial Skills* (DSE) program in vocational high schools. Understanding these supporting factors is important because the effectiveness of character education depends not only on the existence of educational programs but also on the conditions that enable students to internalize disciplinary values successfully.

SMK Muhammadiyah Kramat implements the *Dedication of Students to School and Entrepreneurial Skills* (DSE) program as a character education initiative designed to strengthen students' discipline, responsibility, work ethics, and career readiness through structured habituation and industry-based learning experiences. Therefore, this study aims to analyze the supporting factors contributing to the formation of Generation Z's discipline character through the DSE program at SMK Muhammadiyah Kramat. The findings are expected to provide a more comprehensive understanding of the internal and external factors supporting discipline character formation among vocational high school students.

METHODOLOGY

This study employed a descriptive qualitative approach to obtain an in-depth understanding of the supporting factors contributing to the formation of Generation Z's discipline character through the *Dedication of Students to School and Entrepreneurial Skills* (DSE) program at SMK Muhammadiyah Kramat. A qualitative approach was selected because it enables researchers to explore participants' experiences, perceptions, and viewpoints regarding the implementation of the DSE program.

The research was conducted at SMK Muhammadiyah Kramat, Tegal Regency, Indonesia. Participants were selected using purposive sampling and consisted of the principal, the vice principal for student affairs, the DSE program supervisor, and students who had participated in the DSE program. These participants were chosen because of their direct involvement in the implementation of the program and their ability to provide relevant information related to the research objectives.

Data were collected through observation, in-depth interviews, and documentation. Observation was conducted to examine the implementation of the DSE program and students' disciplinary behavior. Interviews were used to explore the supporting factors influencing discipline character formation, while documentation served as complementary evidence, including school documents, photographs, and records related to the DSE program.

Data were analyzed using the interactive model proposed by Miles and Huberman, consisting of data reduction, data display, and conclusion drawing/verification. To ensure data trustworthiness, source triangulation was employed by comparing information obtained from observations, interviews, and documentation.

RESULTS

1.1 Internal Supporting Factors in the Formation of Discipline Character

The findings indicate that the formation of students' discipline character is influenced by several internal factors originating from the students themselves. These factors include self-awareness, motivation, and responsibility. These three factors interact to encourage students to comply with school regulations, perform their responsibilities, and consistently maintain disciplined behavior throughout their participation in the *Dedication of Students to School and Entrepreneurial Skills* (DSE) program. The findings suggest that discipline character is not merely established through school regulations but also through students' willingness to internalize disciplinary values. Please, do not number manually the sections and subsections; the template will do it automatically.

1.1.1 Sub-subsection: Guidelines for Abbreviations and Acronyms

Self-awareness emerged as one of the most influential internal factors supporting the formation of students' discipline character. Interview findings revealed that students who recognized the importance of discipline tended to comply with school regulations without continuous supervision from teachers. This awareness was reflected in their punctuality, responsibility for completing assigned tasks,

participation in maintaining school cleanliness, and commitment to fulfilling responsibilities during the DSE program.

These findings indicate that disciplined behavior was not solely driven by supervision or punishment but by students' understanding that discipline is essential for academic success and future workplace readiness. Consequently, disciplinary values became internalized and gradually developed into consistent daily behavior.

The findings are consistent with Lickona's theory, which explains that character formation involves the integration of moral knowing, moral feeling, and moral action. When students understand the importance of discipline, develop positive attitudes toward it, and repeatedly practice disciplined behavior, discipline gradually becomes part of their character.

This finding is also supported by the study of Anam, Satir, and Kaimudin (2025), which reported that continuous habituation effectively develops students' awareness of time discipline, responsibility, and respectful behavior. These similarities indicate that habituation plays a significant role in strengthening self-awareness as the foundation for discipline character formation.

1.1.2 Motivation

Motivation emerged as one of the internal factors supporting the formation of students' discipline character. The findings revealed that motivation encouraged students to perform school activities in an orderly manner, comply with regulations, and complete their responsibilities consistently. This motivation was driven not only by students' obligation to fulfill school requirements but also by their awareness that disciplined behavior would contribute to their future career readiness.

Interview findings indicated that highly motivated students consistently followed school regulations without continuous supervision from teachers. They perceived discipline as an essential component of self-development, allowing every activity conducted during the DSE program to become an opportunity to strengthen responsibility, work ethics, and readiness for future employment.

These findings suggest that motivation functions as an internal driving force that encourages students to sustain disciplined behavior. Students with stronger motivation demonstrated greater commitment to respecting school regulations, managing their time effectively, and completing assigned responsibilities.

The findings are consistent with the theoretical perspective that discipline is influenced by internal factors such as willingness, self-awareness, and personal goals. Students who possess clear goals are more capable of regulating their behavior and maintaining disciplined habits in their daily lives.

The findings are also consistent with the study conducted by Anam, Satir, and Kaimudin (2025), which demonstrated that habituation activities not only strengthened students' time discipline but also enhanced their sense of responsibility. These similarities indicate that motivation developed through continuous habituation plays an important role in reinforcing students' discipline character.

Overall, the findings indicate that motivation serves as an essential internal factor supporting discipline character formation because it encourages students to obey rules based on personal awareness and future aspirations rather than external supervision alone.

1.1.3 Responsibility

Responsibility emerged as another essential internal factor supporting the formation of students' discipline character. The findings indicate that students with a strong sense of responsibility consistently fulfilled their obligations, complied with school regulations, and completed assigned tasks according to established procedures. These behaviors demonstrate that discipline is reflected not only in compliance with rules but also in students' willingness to accept and carry out their responsibilities consciously.

Interview findings revealed that responsible students were able to manage their time effectively, complete assignments without constant reminders, and demonstrate commitment throughout learning activities. These behaviors indicate that responsibility has become an integral part of disciplined behavior developed through continuous habituation and learning experiences within the school environment.

The findings further suggest that responsibility represents the practical manifestation of internalized disciplinary values. Once students develop self-awareness regarding the importance of discipline and are motivated to improve themselves, responsibility becomes the foundation that enables

disciplined behavior to be maintained consistently across different situations. Therefore, responsibility serves not only as an outcome of character education but also as a reinforcing factor sustaining discipline character over time.

These findings are consistent with character education theory, which explains that character develops through continuous habituation until it becomes an inseparable part of an individual's personality. When students consistently practice responsibility, disciplined behavior gradually becomes embedded in their daily lives.

The findings are also supported by Chotijah et al. (2024), who found that discipline character formation is influenced not only by school programs but also by the development of students' responsibility through continuous habituation supported by schools and parents. These similarities reinforce the argument that responsibility is one of the key internal factors contributing to successful discipline character formation.

Overall, the findings demonstrate that responsibility is a crucial internal factor strengthening discipline character formation because it encourages students to perform their obligations consciously, consistently, and independently without relying solely on external supervision.

1.2 External Supporting Factors in the Formation of Discipline Character

The findings indicate that discipline character formation is influenced not only by internal factors originating from students themselves but also by several external factors that support the internalization of disciplinary values. These external factors include teachers' roles, school culture, and family support. Together, these factors create an educational environment that encourages students to develop disciplined behavior continuously.

The findings further suggest that a consistent educational environment strengthens the habituation process that has already developed within students. When schools, teachers, and families provide consistent guidance, positive role models, and continuous support, students are more likely to internalize disciplinary values as part of their character. Therefore, discipline character formation can be understood as the result of continuous interaction between students' internal readiness and supportive external environments.

1.2.1 Teacher's Role

Teachers' role emerged as one of the most influential external factors supporting the formation of students' discipline character. The findings indicate that teachers function not only as instructors but also as role models who demonstrate disciplined behavior through their daily practices. Such role modelling is reflected in teachers' consistency in complying with school regulations, respecting time, carrying out professional responsibilities, and guiding students to practice disciplinary values in everyday activities.

Interview findings revealed that students were more likely to demonstrate disciplined behavior when they observed teachers consistently practicing the same values expected from students. These findings suggest that role modelling has a stronger influence than verbal instruction alone. Teachers who consistently demonstrate disciplined behavior encourage students to perceive discipline as a shared value practiced by the entire school community rather than merely an obligation imposed upon students.

The findings further indicate that teachers also act as mentors by providing guidance, reinforcement, and continuous evaluation of students' disciplinary behavior. Through ongoing supervision and effective communication, teachers help students understand that discipline is an essential competency for both academic achievement and future professional life. Consequently, teachers contribute not only to students' compliance with school regulations but also to the development of self-directed disciplined behavior.

These findings are consistent with character education theory, which recognizes teachers as important role models in students' character development. Through observation and imitation, students gradually internalize disciplinary values demonstrated by teachers and incorporate them into their daily behavior.

The findings are also supported by Fitria and Karnadi (2023), who reported that successful discipline character formation is influenced by positive school culture established through teachers' role

modelling, consistent implementation of school regulations, and continuous habituation. These similarities reinforce the conclusion that teachers play a strategic role in creating an educational environment that supports discipline character formation.

Overall, the findings indicate that teachers' role is a significant external factor supporting discipline character formation through positive role modelling, continuous guidance, and consistent reinforcement of disciplinary values.

1.2.2 School Culture

School culture emerged as one of the external factors supporting the formation of students' discipline character. The findings indicate that a school culture characterized by consistent implementation of regulations, continuous positive habituation, and the commitment of all school members creates an environment that encourages students to develop disciplined behavior. These findings demonstrate that discipline character formation is influenced not only by individual characteristics but also by the culture established within the educational environment.

The findings revealed that a school culture emphasizing punctuality, responsibility, compliance with school regulations, and mutual respect provides students with repeated learning experiences that reinforce disciplined behavior. Through continuous habituation, discipline gradually becomes more than a temporary obligation and develops into a consciously practiced daily habit. Such an educational environment enables students to internalize disciplinary values through authentic experiences.

The study further indicates that a positive school culture strengthens students' internal factors, including self-awareness, motivation, and responsibility. When disciplinary values are consistently practiced throughout the school community, students receive similar examples and experiences across different situations, making disciplined behavior more sustainable over time.

These findings are consistent with character education theory, which emphasizes that educational environments play a significant role in shaping students' habits and character. A consistent school culture facilitates continuous habituation, allowing disciplinary values to become an integral part of students' personalities.

The findings are further supported by Fitria and Karnadi (2023), who concluded that school culture contributes significantly to discipline character formation through the consistent implementation of school regulations, positive habituation, and the active involvement of all members of the school community. These similarities reinforce the conclusion that school culture is a crucial external factor supporting sustainable discipline character formation.

Overall, the findings indicate that school culture serves as an important external factor supporting discipline character formation by creating a consistent, supportive, and value-oriented learning environment where disciplinary habits can develop naturally.

1.2.3 Family Support

Family support emerged as one of the external factors contributing to the formation of students' discipline character. The findings indicate that the family environment reinforces the disciplinary values acquired at school through continuous habituation, supervision, and motivation. As the first educational environment, the family plays an essential role in shaping students' habits of respecting time, fulfilling responsibilities, and complying with established rules.

The findings further revealed that students who received strong family support demonstrated more consistent disciplined behavior in their daily lives. Such support was reflected through parents' attention to learning activities, positive role modelling, supervision of students' responsibilities, and constructive communication regarding the importance of discipline. These forms of support enabled students to maintain the disciplined behavior developed within the school environment, thereby ensuring that character formation continued beyond the classroom.

The study also indicates that family support reinforces the internal factors already developed within students. Self-awareness, motivation, and responsibility cultivated through educational experiences are more likely to be sustained when families consistently reinforce similar disciplinary values at home. Conversely, when home practices are inconsistent with the values promoted by the school, the internalization of discipline character may become less effective. These findings demonstrate that discipline character formation results from collaboration between school and family environments.

These findings are consistent with character education theory, which recognizes the family as the primary educational environment in shaping children's habits and character. Disciplinary values consistently practiced within the family provide a strong foundation for students to develop disciplined behavior in educational settings as well as in broader social life.

The findings are further supported by Chotijah et al. (2024), who concluded that successful discipline character formation is influenced not only by the school environment but also by active parental involvement through guidance, habituation, and continuous character reinforcement. These similarities confirm that family support is an important external factor contributing to sustainable discipline character formation.

Overall, the findings indicate that family support strengthens discipline character formation through continuous habituation, positive role modelling, supervision, and reinforcement of disciplinary values in students' daily lives. The collaboration between families and schools therefore represents an essential foundation for developing sustainable discipline character.

CONCLUSIONS

This study demonstrates that the formation of Generation Z's discipline character is influenced by the integration of internal and external factors that collectively support the internalization of disciplinary values. The internal factors, including self-awareness, motivation, and responsibility, serve as the primary foundation encouraging students to practice disciplined behavior consciously and consistently. Meanwhile, the external factors, consisting of teachers' role, school culture, and family support, provide a supportive environment that reinforces habituation and the continuous application of disciplinary values in students' daily lives.

The findings indicate that discipline character formation does not depend on a single factor but results from the interaction between students' internal readiness and consistent environmental support. Therefore, strengthening discipline character requires collaborative efforts among students, schools, and families to ensure the sustainable internalization of disciplinary values. This study contributes to the field of character education by demonstrating that successful discipline character formation is determined by the integration of multiple supporting factors rather than by the implementation of a single educational program alone.

ACKNOWLEDGEMENTS

The authors would like to express their sincere gratitude to SMK Muhammadiyah Kramat for granting permission and providing support throughout this research. The authors also extend their appreciation to the principal, the vice principal for student affairs, the DSE program supervisor, the participating students, and all informants who generously shared their experiences and contributed valuable information to this study. Finally, the authors sincerely thank everyone who provided guidance, encouragement, and support during the completion of this research.

REFERENCES

- Ahmadi, R., Ahsanulhaq, M., & Wahyudi. (2020). *Pendidikan karakter dalam pembelajaran di sekolah*. Ar-Ruzz Media.
- Aliyyani, D. W., & Kusrina, T. (2025). Implementasi internalisasi nilai disiplin pada kegiatan keagamaan siswa MI di Kota Tegal. *Kartika: Jurnal Studi Keislaman*, 5(2), 1181–1193.
- Anam, A. N., Satir, M., & Kaimudin, E. (2025). Efektivitas pembiasaan sholat Dzuhur berjamaah dalam membentuk karakter kedisiplinan peserta didik di SMA GUPPI Salawati Kabupaten Sorong. *At-Tarbiyah: Jurnal Penelitian dan Pendidikan Agama Islam*, 3(1), 426–431.
- Chotijah, S., Solikhudin, A., Yusuf, A., & Hadi, M. N. (2024). Pembiasaan program ubudiyah dalam meningkatkan karakter kedisiplinan pada siswa SMA Maarif NU Pandaan. *Risâlah Jurnal Pendidikan dan Studi Islam*, 10(2), 524–535.

- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications. <https://us.sagepub.com/en-us/nam/research-design/book246125>
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Fitria, D. W., & Karnadi, K. (2023). Kultur sekolah dalam membangun karakter religius dan kedisiplinan siswa SMK Mutu Semarang. *IQRO: Journal of Islamic Education*, 6(2), 123–132.
- Fuad, S., Effendi, N., & Roem, E. R. (2021). Perubahan perilaku komunikasi generasi milenial dan generasi Z di era digital. *Satwika: Kajian Ilmu Budaya dan Perubahan Sosial*, 5(1), 69–87.
- Lickona, T. (2013). *Educating for character: How our schools can teach respect and responsibility*. Bantam Books.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Moleong, L. J. (2017). *Metodologi penelitian kualitatif* (Edisi revisi). Remaja Rosdakarya.
- Musbikin, I. (2021). *Pendidikan karakter disiplin*. Nusamedia.
- Prensky, M. (2010). *Teaching digital natives: Partnering for real learning*. Corwin Press.
- Rijali, A. (2018). Analisis data kualitatif. *Alhadharah: Jurnal Ilmu Dakwah*, 17(33), 81–95.
- Sugiyono. (2016). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Twenge, J. M. (2017). *iGen*. Atria Books.