



The Effect of Religious Culture and Time Management on The Observance of School Rules at State Junior High School 9 Prabumulih

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ABSTRACT

This study aims to analyze the effect of religious culture and time management on obedience to the implementation of school rules, both partially and simultaneously, at SMP Negeri 9 Prabumulih. Obedience to discipline is an important indicator in creating a conducive educational environment, so strong supporting factors are needed, such as an internalized religious culture and good time management skills. This research uses a quantitative approach with descriptive analysis method. The population in this study were all teachers and education personnel totaling 52 people, while a sample of 20 people was taken through random sampling technique. Data collection techniques include observation, questionnaires, and documentation, which are then analyzed using the t test for partial influence and the F test for simultaneous influence. The results showed that religious culture and time management had a significant effect partially on obedience to the implementation of discipline. Simultaneously, the two variables contributed 90.9%, while 9.1% was influenced by other factors outside the study. The findings suggest that the cultivation of religious values and effective time management need to be improved as part of the strategy of character building and discipline in the school environment.

1. Introduction

Education is the main pillar in shaping the character and morality of the younger generation. As a conscious and planned process, education does not only aim to transfer knowledge, but also to form humans who are noble and civilized in every action and behavior (Adha et al., 2019). In this context, teachers have a very vital role as educators, mentors, and role models for students. Teachers are not just conveyors of subject matter, but also central figures in the formation of positive character values through exemplary attitudes and behaviors, including obedience to school rules. When teachers are able to show an attitude of discipline and obey the rules, they indirectly instill positive values to students, which will then become

habits and characters that are deeply embedded in students (Pratama et al., 2024; Supit et al., 2023; Yusuf, 2022).

School culture as a system of values, norms, and habits that are built over a long period of time, becomes an integral part in supporting the character building of students. One form of culture that has a significant impact on student behavior is religious culture (Amir, 2020). Religious culture in the school environment is part of positive habituation that not only touches spiritual aspects, but also plays a role in instilling moral values such as honesty, discipline, responsibility, and concern for others. As explained by Nawawi & Iskandar (2019), a positive school culture has a major influence in shaping students' personalities. In practice, religious culture in schools is often realized through religious activities that are routine and structured, such as the implementation of congregational prayers, Qur'anic tadarus, PHBI (Celebration of Islamic Holidays) activities, and other religious activities in accordance with the Islamic calendar.

Religious culture is not only the responsibility of religious teachers, but also the responsibility of all school members. Teachers from various subjects have an important role in instilling religious values in the learning process and in daily social interactions at school. Latifah et al. (2022) stated that strengthening religious culture in schools is part of the implementation of character education, where religious character is one of the main indicators in creating a moral generation. The consistent implementation of a religious culture is believed to have a positive impact on student behavior, including in terms of obedience to school rules (Lutfiana et al., 2021). This is because religious values, such as honesty, trustworthiness, and discipline, become the foundation in shaping students' awareness to obey the rules that have been set (Amir, 2020).

Based on initial observations made at SMP Negeri 9 Prabumulih, a number of student behaviors were found that showed a lack of obedience to school rules. Some students were caught committing violations such as smoking, dating, leaving class without permission during learning, and leaving early through the school fence. This phenomenon shows a weakness in internalizing the values of discipline and responsibility in students. Therefore, religious culture as a means of character building needs to be optimized in its application, both in learning activities and in daily activities in the school environment. As expressed by Aslamiyah (2020), the habituation of religious values in school life can be a solution to suppress deviant behavior and improve the moral quality of students.

In addition to religious culture, another factor that also has a major contribution to the level of student obedience to school rules is time management. Time management is the ability to organize and utilize time effectively and efficiently, so that all tasks and responsibilities can be completed on time (Azizurrahman et al., 2023). In the context of education, time management is not only important for teachers, but also for students. Students' ability to manage time well will have an impact on their discipline in attending lessons, doing assignments, and obeying school rules. Wahidaty (2021) emphasizes that time management is an important

aspect in shaping student discipline, which ultimately affects their academic success and character building.

Findings from interviews with Guidance and Counseling (BK) teachers at SMP Negeri 9 Prabumulih show that there are significant violations of discipline committed by students. Some of them include coming late to school, skipping class, not wearing complete attributes during the ceremony, scribbling on school facilities, and smoking in the school environment. This phenomenon strengthens the indication that there are still weaknesses in the implementation of time management both at the individual student level and in the supervision of the school. On the other hand, teachers as role models should show high discipline, including in terms of punctual attendance, consistently supervising students, and implementing school programs as a whole (Salouw et al., 2020).

Unfortunately, the observation also found that some teachers have not maximally demonstrated exemplary time management. Some teachers still come late, have not been active in supervision, and have not been optimal in supporting the school's religious culture program. This is certainly a challenge in building a positive and conducive school climate. Teachers' exemplary behavior determines the success in instilling religious values and discipline to students. When teachers are able to demonstrate a disciplined and consistent attitude towards time, students will emulate this behavior and make it a habit (Nawawi & Iskandar, 2019).

The implementation of school rules is a systematic effort that aims to shape the behavior of students who are disciplined, responsible, and able to appreciate the values that apply in the school environment (Aslamiyah, 2020). School rules are part of school regulations that reflect moral and social values that must be obeyed by all school members. Therefore, the successful implementation of the discipline is strongly influenced by various factors, including religious culture and time management. When these two aspects are applied synergistically and consistently, an orderly, religious, and characterful school environment will be formed (Istiyanti, 2021).

By looking at these conditions, this research is important to do to determine the extent of the influence of religious culture and time management on obedience to the implementation of discipline at SMP Negeri 9 Prabumulih. This research will not only provide an empirical picture of the relationship between variables, but also become the basis for formulating a more effective student character development strategy. Through systematic data and analysis, it is hoped that the results of this study can contribute to the development of a better school culture and create a conducive, religious, and disciplined educational climate (Istiyanti, 2021).

This research is also expected to encourage schools, especially teachers and education personnel, to increase awareness in implementing religious culture and time management in daily life at school. Schools as educational institutions must be a place that encourages the growth of positive values in students, and this can only be achieved if all school components are committed to carrying out their respective roles to the fullest. The cultivation of a strong religious culture, balanced

with effective time management, is believed to be able to form a generation that is not only intellectually intelligent, but also noble, disciplined and responsible.

2. Methodology

The type of research used in this study is quantitative research. Quantitative research methods are complemented by analytical descriptive survey methods (Darwin et al., 2020). The research variables consist of independent or exogenous variables, namely Religious Culture and Time Management while the dependent variable is school discipline. The population in this study were all teachers and education personnel totaling 52 people, while a sample of 20 people was taken through random sampling technique.

The instrument must be valid and reliable. Validity testing is done by correlating the score of each item with the total score using the SPSS type 26.0 application. If the correlation value r is greater than 0.7, it indicates that the instrument has high validity. Reliability testing is processed with the help of SPSS 26 using Cronbach's alpha (α) coefficient as a reference / benchmark. The instrument is declared reliable if it meets the conditions that the reliability coefficient (r_{11}) > 0.7 (Kuncoro, 2018).

Prerequisite testing of data analysis starts from the normality test which is used to determine the variables in this study, namely the independent variable and the dependent variable which have a normal distribution or not. Normality is calculated by comparing the Asymptotic Significance value with the $\alpha = 0.05$ value, the data is declared normal. Furthermore, a linearity test is carried out to determine whether the independent variable (Y) and the independent variable (X) have a linear relationship. Tested with multiple regression analysis with the help of SPSS 26.0.

The existing R square value shows the amount (%) of the influence of variable X on variable Y. The t test is used to test two samples with different subjects. The conclusion of the t test using SPSS is based on the probability (significance) results obtained. If the probability $\alpha < 0.05$ or $t \text{ count} > t \text{ table}$, then H_a is accepted. That is, there is an effect of time management on obedience to the implementation of discipline. If the significance $\alpha > 0.05$ or $t \text{ count} < t \text{ table}$, then H_o is accepted. That is, there is no effect of the principal's time management on the implementation of the discipline. The F test is used to determine whether the independent variable affects the dependent variable with multiple regression testing using SPSS 26.0. 2.

If the probability < 0.05 (α) or $F \text{ count} > F \text{ table}$ then H_a is accepted when done simultaneously, and vice versa. To determine the variables that can be explained by the variables (X1) and (X2) on the variable implementation of school discipline (Y), the coefficient formula is used as follows.

$$R = (r)^2 \times 100\%$$

Where:

R = Determinant Coefficient

r = Correlation Coefficient

3. Result and Discussion

Validity and Reliability Test Results

Through the validity and reliability tests given, the religious culture questionnaire instrument, obtained 3 items of instrument questions that were declared invalid (invalid) and the remaining 20 instrument items were declared valid, because the instrument value exceeded the value of r_{table} . Time management instrument, 3 instrument items were declared invalid because the questionnaire value was smaller than the r_{table} value and 22 question instrument items were declared valid. The instrument for the implementation of obedience to school rules, 4 instrument questions were declared invalid because the questionnaire value was smaller than the r_{table} value and 21 statement instrument items were declared valid.

The instrument is declared reliable if it meets the conditions that the reliability coefficient (r_{11}) > 0.7 . The results of the reliability test X.1 (religious culture) obtained *Cronbach's Alpha* = 0.933, it can be concluded that the instrument used by variable X.1 is reliable. The results of the X.2 reliability test (time management) obtained *Cronbach's Alpha* = 0.926, it can be concluded that the instrument used by variable X.2 is reliable. The results of the Y reliability test (obedience to the implementation of school rules) obtained *Cronbach's Alpha* = 0.934, it can be concluded that the instrument used by variable Y is reliable.

Data Prerequisite Test Results

Testing the normality of the data using the Kolmogorov-Smirnov method with the help of the SPSS type 26.0 application with the results that can be seen in table 1 as follows:

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		52
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.49126354
Most Extreme Differences	Absolute	.092
	Positive	.059
	Negative	-.092
Test Statistic		.092
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

The Kolmogorov-Smirnov normality test results show that the *asympt.sig* value is 0.200. Statistically with a confidence level of 95% the data obtained has a normally distributed residual value. Furthermore, the linearity test using SPSS 26.0 and the results determine the pattern of the relationship between the independent variable

and the dependent variable whether it is linear or not. To determine the relationship between religious culture and obedience to school rules, a linearity test was conducted using analysis of variance (ANOVA). The results of this test are presented in Table 2 below:

Table 2. Linearity Test Results
(Religious Culture with School Order Obedience)

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Obedience to the Implementation of School Rules at Smp Negeri 9 Prabumulih *	Between Groups	(Combined)	1112.061	17	65.415	17.280	.000
		Linearity	1028.123	1	1028.123	271.592	.000
		Deviation from Linearity	83.938	16	5.246	1.386	.207
Religious Culture	Within Groups		128.708	34	3.786		
Total			1240.769	51			

The results of the linearity test with the help of the SPSS 26.0 system application show that the significance value obtained is 0.207. This value is greater than the error rate ($0.207 > 0.05$), it can be concluded that between the religious culture variable (X1) and the variable with obedience to the implementation of school rules (Y) there is a linear relationship. Furthermore, to test whether there is a linear relationship between time management and obedience to school discipline, a linearity test was conducted through analysis of variance (ANOVA). The test results are presented in Table 3 below.

Table 3. Linearity Test Results
(Time Management with Adherence to School Rules)

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Obedience to the Implementation of School Rules at Smp Negeri 9 Prabumulih *	Between Groups	(Combined)	1066.503	18	59.250	11.220	.000
		Linearity	1008.804	1	1008.804	191.03	.000
		Deviation from Linearity	57.699	17	3.394	.643	.832
* Time Management	Within Groups		174.267	33	5.281		
Total			1240.769	51			

The linearity test found a significance value of 0.832. The significance value is greater than the error level ($0.832 > 0.05$), so it can be concluded that there is a linear relationship between the time management variable (X2) and the obedience to the implementation of school rules (Y).

Research Hypothesis Testing Results

After testing the normality and linearity of the respondents' questionnaire results, the results obtained are that the data is normally distributed and between variables X1 and X2 and Y there is a linear relationship, so that it can be continued with

hypothesis testing. The table 4 are the results of multiple linear regression tests with the help of SPSS type 26.0:

Table 4. Results of Multiple Linear Analysis of Religious Culture and Management Time on School Code Compliance

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	8.554	3.947		2.167	.035
	Religious Culture	.538	.075	.524	7.157	.000
	Time Management	.406	.062	.479	6.548	.000

a. Dependent Variable: Obedience to the Implementation of School Rules of Order at SMP Negeri 9 Prabumulih

Obtained the constant value of the regression equation a of 8, 554 and the coefficient value of the independent variable b1 of 0.538 and the coefficient of the independent variable b2 of 0.406, the multiple linear regression equation is obtained as follows:

$$Y = a + b_1X_1 + b_2X_2$$

$$= 8,554 + 0,538 + 0,406$$

From the regression equation above that obedience to discipline will increase positively with an increase in religious culture and time management. Hypothesis testing in this study used the t-test. The table 5 are the results of the t test using SPSS 26.0, which are as follows:

Table 5. T Test Results (Partial Test)

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	8.554	3.947		2.167	.035
	Religious Culture	.538	.075	.524	7.157	.000
	Time Management	.406	.062	.479	6.548	.000

A. Dependent Variable: Obedience to the Implementation of School Rules at SMP Negeri 9 Prabumulih

The t test results in the table above, the significance level is obtained at $0.00 < 0.05$, so H_a is accepted. Thus, there is a significant effect of religious culture on obedience to the implementation of discipline and there is a significant effect of time management on obedience to the implementation of discipline at SMP Negeri 9 Prabumulih. The next testing stage uses the Simultaneous Test formula (Test f). The table 6 is the data from the f test (Simultaneous Test).

Table 6. Test Results f (Simultaneous Test) Religious Culture and Time Management on Obedience to the Implementation of School Rules

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1127.352	2	563.676	243.527	.000 ^b
	Residuals	113.417	49	2.315		
	Total	1240.769	51			

A. Dependent Variable: Obedience to the Implementation of School Rules at SMP Negeri 9 Prabumulih
 B. Predictors: (Constant), Time Management, Religious Culture

The results of the simultaneous test (f-test) significance level of $0.00 < 0.05$. So it can be concluded that H_0 is rejected and H_a is accepted. Thus, there is a significant influence of religious culture and time management together on obedience to the implementation of discipline at SMP Negeri 9 Prabumulih. To find out how much influence the independent variables have on the dependent variable simultaneously, it can be seen in the table 7 model summary table:

Table 7. Coefficient of Determination Model Summary

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.953 ^a	.909	.905	1.521	

a. Predictors: (Constant), Time Management, Religious Culture

Obtained R_{square} value of 0.909, the coefficient of determination is 90.9%. So that the amount of influence of religious culture and time management together has a significant influence on obedience to the implementation of school rules, namely 90.9% and the remaining 9.1% is determined by other factors that are not the variables studied.

Discussion

The Influence of Religious Culture on Obedience to the Implementation of School Rules.

The results of hypothesis testing show that the religious culture variable (X1) has a significant effect on obedience to the implementation of school rules, with a significance value of 0.00 which is smaller than the α value (0.05). This shows that H_a is accepted, meaning that religious culture contributes significantly to increasing compliance with school rules by both principals, teachers, and students at SMP Negeri 9 Prabumulih. A religious culture that is consistently applied forms good moral character, such as honesty, discipline, responsibility, and mutual respect. These values become the foundation in shaping the attitude of students who obey school rules. This finding is in line with the research of Nurreni et al. (2021) which states that religious culture can increase students' self-awareness in understanding the consequences of each offense committed. They learn to reflect on their actions and internalize the spiritual values that underlie school norms and rules.

In addition, research by Umi Nasikhah et al. (2021) also confirmed that a school environment full of religious values can create an atmosphere conducive to the formation of positive behavior. In this context, religious beliefs act as an internal control that can foster fear of spiritual punishment and a high sense of moral responsibility. This makes students more careful in their actions and more likely to obey applicable regulations. Research by Latifah et al. (2022) even states that a religious culture that is strengthened through routine activities such as joint prayers, religious lectures, and habituation of moral values in daily life, is able to create a school climate that is oriented towards character building. Thus, the implementation of a religious culture not only has an impact on the spiritual aspects of students, but also contributes significantly to creating discipline and order in the school environment as a whole (Aditiya & Fatonah, 2023; Nurreni et al., 2021; Rahmah & Ilham, 2022).

The Effect of Time Management on Obedience to the Implementation of School Rules

The results of hypothesis testing show that the principal's time management variable (X₂) has a significant effect on compliance with the implementation of school rules, with a significance value of 0.00 on a one-sided test, which is smaller than α (0.05). That is, H_a is accepted and it can be concluded that the principal's ability to manage time effectively contributes positively to the compliance of school members, especially teachers and students, with the rules that apply at SMP Negeri 9 Prabumulih. Good time management creates an organized and systematic learning environment, allowing students to schedule their daily activities more efficiently, thus reducing the risk of tardiness, disorganization, or violation of rules. This finding is in line with Kunci (2021) which shows that students who are accustomed to managing time well tend to have higher levels of discipline and value time as an important resource, which in turn has a positive impact on compliance with school rules.

In addition, the results of this study are reinforced by a study from Sukiyah et al. (2021) which confirms that the managerial competence of school principals, including in terms of time planning, is very important in creating a culture of discipline in schools. Principals who are able to be effective facilitators and mediators, as well as provide clear directions to teachers in carrying out their duties and responsibilities, contribute to shaping teacher behavior that is consistent in enforcing the rules. This has a direct impact on students, who imitate the disciplinary behavior of teachers as role models in the school environment. The implementation of good time management also shows that the collaboration between the principal and the teachers is active and effective, forming an educational ecosystem that supports the formation of a rule-abiding culture. Thus, it can be concluded that strengthening the time management aspect of school leadership not only improves operational effectiveness, but also builds students' disciplinary character in a sustainable manner (Hadianti, 2023; Istiyanti, 2021; Wahidaty, 2021).

The Effect of Religious Culture and Time Management on Obedience to the Implementation of the School Code of Conduct

The results of hypothesis testing using the simultaneous test (F-test) show that the variables of religious culture and time management together have a significant effect on the observance of school discipline, with a significance value of 0.00 which is much smaller than the 0.05 significance limit. This finding shows that both have a strong and complementary contribution in shaping an orderly and characterful school environment. The magnitude of the simultaneous effect of 90.9% indicates that religious culture and time management are the two dominant factors that play a role in encouraging compliance with school rules, while the remaining 9.1% is influenced by other factors not studied, such as leadership style, internal supervision, and support from parents. This provides an understanding that the effectiveness of school discipline implementation does not only depend on a single aspect, but on the synergy of various approaches that support each other.

Religious culture creates a basis of values and morality that internalizes students' spiritual awareness of the importance of obeying rules as a form of moral responsibility, while time management ensures structure and order in daily activities at school, including discipline in entering class, participating in learning activities, and involvement in extracurricular activities. In line with the understanding of Ayni et al. (2022), the synergy between religious values and time management skills plays an important role in shaping the character of students who are disciplined, responsible, and obedient to school rules.

Another study by Salouw et al. (2020) also supports this result, where a school environment that implements a strong religious culture and effective time management is proven to be able to create a conducive learning climate, strengthen social relationships between students, and minimize violations of discipline. Furthermore, if these two variables are not applied consistently and are not implemented with approaches and strategies that are appropriate to the school context, the effectiveness of the implementation of discipline will weaken and have no significant impact on student behavior. Therefore, the success of improving obedience to school discipline is largely determined by the quality of integration between religious culture and time management in a sustainable school governance system.

4. Conclusion

The results show that both variables have a significant and positive influence, both partially and simultaneously, on the level of student obedience to school rules. The application of religious values is able to shape the character of discipline and good moral attitudes, while effective time management encourages punctuality and responsibility. These findings answer the research objectives and demonstrate the successful implementation of the study. Future research could consider other factors such as peer influence, family environment or digital literacy.

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