

STRENGTHENING STUDENT PUNCTUALITY DISCIPLINE THROUGH THE KETARUNAAN EXTRACURRICULAR PROGRAM AT SMK GULA RAJAWALI, MADIUN CITY

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Abstract

This study analyzes the influence of the Ketarunaan extracurricular program on improving students' punctuality at SMK Gula Rajawali, Kota Madiun. Punctuality is a fundamental aspect of character development that is essential for academic, social, and professional success. However, a lack of timeliness remains a persistent challenge in educational environments. The Ketarunaan program at this school is believed to hold significant potential in instilling discipline through its structured and distinctive activities. This research adopts a qualitative approach to explore how the implementation of the Ketarunaan program affects students' punctual behavior. The conceptual framework highlights three main mechanisms through which the program operates. First, the consistent practice of morning assemblies and marching routines trains students to arrive on time. Second, self-awareness training encourages students to understand the value of time and the consequences of indiscipline, fostering internal motivation. Third, a participatory approach and habituation across all Ketarunaan activities actively engage students, making them more motivated to comply with time-related rules. These three pillars synergistically contribute to the enhancement of students' punctuality. This study aims to provide a comprehensive understanding of the effectiveness of the Ketarunaan program as a strategy for strengthening time discipline and to offer valuable insights for the development of similar programs in other educational institutions.

INTRODUCTION

Punctuality is a key indicator of student discipline within the school environment. However, in the current landscape of Indonesian education, cases of student tardiness whether in terms of school attendance or participation in teaching and learning activities remain prevalent (Hadi, 2024). This phenomenon not only reflects a lack of discipline but also negatively impacts the overall school culture. A school environment that fails to emphasize the importance of punctuality may inadvertently reinforce students' neglect of academic and social responsibilities. Pratiwi and Martiana (2019) stated that a strong school culture, including reinforcement through extracurricular activities, can significantly shape students' disciplined behavior.

In vocational high schools (SMK), the challenge of fostering student discipline tends to be more complex due to the diverse and contextual characteristics of the students. Rahayu (2024) found that good school order is heavily influenced by students' time discipline, which is instilled through rules and habituation. Observations at SMK Gula Rajawali in Kota Madiun reveal that the rate of student tardiness in school activities remains high, despite the implementation of various internal regulations. One approach being developed to address this issue is the implementation of a *Ketarunaan* program an extracurricular activity that emphasizes the values of discipline, responsibility, and patriotism (Fitriyah et al., 2023).

While *Ketarunaan* programs have been widely implemented in schools, research on their effectiveness in shaping students' punctuality remains limited. Most previous studies have focused more on cognitive aspects or general character development, without specifically addressing punctuality as a discipline indicator (Sari & Zulpadrianto, 2025). This research gap highlights the need for further exploration into how *Ketarunaan* contributes to cultivating a culture of punctuality among vocational school students.

The novelty of this study lies in its focus on connecting the *Ketarunaan* program as a character education intervention with a specific aspect of discipline punctuality. Unlike previous research, which tends to be general and narrative in nature, this study attempts to systematically measure behavioral changes in time discipline through a case study approach at a single vocational institution. This provides a new scientific contribution to the discourse on character strengthening through non-curricular programs.

The purpose of this study is to analyze how the *Ketarunaan* extracurricular program at SMK Gula Rajawali can enhance student discipline, particularly regarding punctuality. It also aims to explore internal and external factors that influence the program's effectiveness and to assess the extent to which the *Ketarunaan* approach can be integrated into the school culture as a whole (Yono, 2024).

The practical benefits of this study are expected to serve as a reference for schools in designing more adaptive and effective extracurricular programs. Furthermore, the findings may provide valuable input for policymakers in the education sector to develop strategies for improving student character based on contextual and sustainable *Ketarunaan* values (Switri & Pattiasina, 2024).

Academically, this research enriches the literature on character education in vocational schools by addressing a micro-level yet fundamental issue time discipline. It also demonstrates that educational interventions do not always have to focus on formal curricula; rather, they can be delivered through alternative, participatory, and values-based programs. This approach aligns with Nudin's (2022) perspective that student character development can be achieved through various structured and consistent non-formal school activities, including extracurricular programs that emphasize habituation of disciplinary values.

METHOD

This study employs a descriptive qualitative approach using a case study design to explore in depth the influence of the *Ketarunaan* extracurricular program on students' punctuality discipline at SMK Gula Rajawali, Kota Madiun. This location was selected purposively due to its active and structured implementation of the *Ketarunaan* program. The research subjects consist of students participating in the *Ketarunaan* extracurricular program, as well as interviews with program instructors and parents to obtain broader perspectives. Data collection techniques include in-depth interviews, participant observation, and document analysis. The instruments used comprise interview guides, observation sheets, and document checklists. The researcher, as the primary instrument, gathered information based on punctuality and discipline indicators derived from Lickona's framework (2021). Data were analyzed using the Miles, Huberman, and Saldaña (2014) model, which involves three stages: data reduction, data display, and conclusion drawing. Thematic analysis was conducted to identify patterns of student discipline that emerged during the *Ketarunaan* activities. To ensure the validity and reliability of the findings, data trustworthiness was tested through source triangulation, technique triangulation, and member checking. Through this methodology, the study aims to provide a

comprehensive understanding of the Ketarunaan program's contribution to fostering a culture of punctuality among students at SMK Gula Rajawali, Kota Madiun.

RESULTS & DISCUSSION

The findings of this study show that the Ketarunaan extracurricular program at SMK Gula Rajawali, Kota Madiun has had a positive impact on students' punctuality. Through in-depth interviews with students and instructors, it was revealed that students have begun to show significant improvements in their habit of arriving on time. Most students reported feeling more motivated to be punctual due to the discipline enforced through Ketarunaan activities, such as morning assemblies and marching drills.

Participant observations conducted throughout the extracurricular sessions also indicated that students who were previously often late have become more time-conscious and disciplined. Documentation data, such as attendance records, reflected a significant increase in the percentage of students arriving punctually during the period in which the extracurricular program was implemented.

These findings were obtained through a qualitative approach that combined in-depth interviews, participant observation, and document analysis. Based on student interviews, many of them shared that the Ketarunaan activities helped cultivate new disciplinary habits, especially regarding timely attendance. One student stated, "I feel embarrassed if I come late, especially during the morning assembly when my friends see me. So now, I always try to arrive before seven o'clock."

Interviews with Ketarunaan instructors reinforced this statement. One instructor remarked, "We always emphasize the importance of time discipline. The morning assembly is not merely ceremonial it's a moment to instill a sense of responsibility." This approach has proven effective in shaping students' discipline. These findings are consistent with those of Wibowo and Prasetyo (2021), who noted that Ketarunaan programs based on structured discipline can enhance students' sense of responsibility in vocational schools.

In addition, interviews with students' parents provided valuable perspectives. One parent shared, "My child used to leave at the last minute and was often late. But since joining the Ketarunaan program, he's become more organized and wakes up earlier without being told." This testimony reflects behavioral changes that are noticeable not only at school but also at home. This is supported by Anjani and Kartika (2020), who stated that character-oriented extracurricular activities can foster positive behavioral changes both within and beyond the school environment.

Participant observations during the program's implementation also revealed that students who were previously frequently late are now arriving earlier and participating in activities more enthusiastically. Documentation data, such as daily attendance records, showed a marked improvement in the percentage of students arriving on time during the implementation period of the Ketarunaan program. In conclusion, the program has proven effective not only in fostering discipline but also in improving students' overall behavioral patterns—both within the school setting and at home.



Figure 1. Habituation and Consistent Enforcement of Rules

One of the key findings of this study is the fundamental role of morning assemblies and marching drills in instilling punctuality habits among students participating in the Ketarunaan program. Observations revealed that the morning assembly at SMK Gula Rajawali is conducted under very strict time standards. Every day, all students are required to be present on the field and ready to participate in the assembly precisely at 07:00 AM (WIB). This consistency in implementation serves as a primary mechanism for shaping time-discipline behavior. Tardiness even by a few minutes is not tolerated and is immediately followed by corrective or educational sanctions. This system of direct and consistent rule enforcement creates an effective feedback loop, through which students directly experience the consequences of their lack of punctuality.

The experiences of students involved in the Ketarunaan program further support this finding. One student shared, “At first, it was really hard to wake up early and be ready by 7:00 AM, but eventually, it became a habit. If you’re even a little late, the senior or supervisor immediately calls you out.” This quote illustrates how a structured and repetitive routine can transform initially difficult behaviors into ingrained habits. This process aligns closely with behavioral theory, which states that consistent repetition of actions in a structured environment can lead to the formation of lasting habits (Nurchahyo & Sari, 2020). This habituation goes beyond mere physical attendance it also fosters a deeper awareness of the urgency and value of time in daily routines.

Moreover, the marching drills significantly contribute to the development of time discipline. These activities demand precise synchronization and cohesion among all group members, which inherently requires strict adherence to time in executing instructions and transitions. Even minor delays by a single individual are immediately noticeable and can disrupt the entire formation or training sequence. As a result, students are collectively encouraged to be responsive to time cues and to move in unison. This trains them to value every second and to adapt to the disciplined rhythm of the group. This mechanism reinforces the importance of compliance with established rules and cultivates a shared sense of responsibility for punctuality (Putra & Kusuma, 2023).

Through a combination of firm rule enforcement and repeated habituation during morning assemblies and marching activities, students gradually internalize the value of punctuality as an integral part of their identity and behavior within the Ketarunaan program.



Figure 2. Fostering Self-Awareness and Responsibility

In addition to emphasizing external discipline through strict routines, the Ketarunaan program at SMK Gula Rajawali also effectively cultivates students' internal awareness regarding the importance of valuing time. This is a crucial aspect that differentiates temporary behavioral compliance from the deeper internalization of lasting values. Ketarunaan instructors actively use various opportunities such as coaching sessions, briefings before or after activities, and personal dialogues to educate students about the meaning and implications of punctuality. They focus not only on "what must be done" but also on "why it must be done."

In an interview, one Ketarunaan instructor explained, "We don't just punish them when they're late; we also invite them to discuss why punctuality matters, and how it affects them and their team. We often give examples of how one person's tardiness can delay many others, harm the group, or even ruin an opportunity." This approach aims to shift students' motivation from merely avoiding punishment to developing a deeper understanding of responsibility. This process aligns with character education theory, which emphasizes moral-cognitive development encouraging individuals not only to obey rules but also to comprehend the rationale behind those values (Wulandari & Harahap, 2024).

The cultivation of self-awareness is vital in building sustainable discipline. When students realize that punctuality reflects integrity, respect for others, and professionalism, they develop a stronger intrinsic motivation to practice it. One student (Student B, Grade 10) shared, "In the past, if I was late, I didn't really care as long as no one noticed. But after hearing the explanations repeatedly, I became aware that being late also affects my friends who are already prepared. So now, I really try to be on time." This shift from external compliance (fear of sanctions) to intrinsic motivation (understanding and self-awareness) is what enables punctual behavior to become more deeply ingrained. It transforms punctuality from a forced habit into a personal value, one that students maintain even when there is no direct supervision.



Figure 3. Participation and Collective Responsibility

The third mechanism identified in the Ketarunaan program that contributes to strengthening students' time discipline is the participatory approach and cultivation of collective responsibility. Although the program is structured hierarchically and emphasizes discipline, it still allows space for students to engage in planning and executing certain activities within predetermined boundaries. This involvement, though seemingly simple, has a significant impact on students' internal motivation to adhere to established schedules and time expectations.

When students are given roles such as squad leader, section coordinator, or session organizer they directly experience the responsibility for ensuring that activities run smoothly and on time. For example, a student assigned as a squad leader must ensure that all team members are present on time for assemblies or training sessions. If any member is late, it delays the entire group, and the squad leader feels the direct consequences of that lack of discipline. This situation effectively cultivates an understanding that punctuality is not only a personal matter but also a social responsibility and a part of teamwork. This aligns with findings that active student participation in activities can enhance their sense of ownership and motivation to follow rules (Susanto & Kurniawan, 2022).

Moreover, the habit of punctuality is not limited to morning assemblies or marching drills it is fully integrated across all Ketarunaan activities. From meal times, prayer schedules, independent study sessions, to rest periods, everything is regulated strictly. This highly structured environment creates a habitus, in which students become accustomed to operating within a disciplined and time-bound framework (Pratiwi & Martiana, 2019). One student (Student C, Grade 11) shared, "I used to procrastinate a lot. But in Ketarunaan, everything is scheduled, so we have to be disciplined. Now that habit has carried over to my home life I've become more productive."

The combination of systematic habituation, self-awareness of time's value, and participatory experiences that foster social responsibility creates a holistic learning ecosystem. This ecosystem not only shapes punctual behavior on the surface but also internalizes it as a sustainable part of the students' character. These research findings carry several important implications. Theoretically, they enrich the understanding of how discipline-based extracurricular programs can effectively instill the value of punctuality, complementing earlier studies that may have focused more generally on discipline. The proposed three-mechanism model habituation, self-awareness, and participation can serve as a conceptual framework for future research.

Practically, this study provides empirical evidence for SMK Gula Rajawali to sustain and further develop the Ketarunaan program as a character-building tool. For other schools, the findings offer a guideline for designing or modifying extracurricular programs aimed at improving students' time discipline, by incorporating key elements such as consistency, value-

based education, and student involvement. Moreover, the full support of school leadership and the academic community is highlighted as essential to the success of such programs (Setiawan & Susanti, 2021). Finally, the study recommends ongoing evaluation to ensure the program remains relevant and effective over time.

CONCLUSION

This study aimed to analyze how the Ketarunaan extracurricular program at SMK Gula Rajawali Kota Madiun contributes to strengthening students' punctuality discipline. Based on qualitative findings obtained through in-depth interviews, participant observations, and document analysis, it can be concluded that the Ketarunaan program has had a significant positive impact on improving students' time discipline. The strengthening of punctuality discipline occurs through three main mechanisms. First, consistent habituation through strict routines such as morning assemblies and marching drills has effectively instilled the habit of arriving on time and adhering to schedules. Students gradually become accustomed to time demands and experience the direct consequences of tardiness. Second, the development of self-awareness and responsibility facilitated through coaching sessions and intensive dialogues with instructors has successfully shifted students' motivation from mere external compliance to a deeper internal understanding of the importance of time for both themselves and others. Third, the participatory approach and emphasis on collective responsibility, which are embedded throughout the Ketarunaan program, encourage students to value time not only for personal benefit but also for the smooth functioning of group activities and team accountability. The positive impact of this program extends beyond the school environment, influencing students' behavior at home as well. The consistent implementation of the program, strong support from school leadership, and the active role of instructors are key factors in creating sustainable behavioral change. Thus, the Ketarunaan extracurricular program has proven to be an effective medium for character development, particularly in the aspect of punctuality, and can serve as a model for other educational institutions seeking to enhance the quality of student character through structured, value-based extracurricular activities.

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