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The Implementation of Persuasive Approaches in Enhancing Students' Disciplinary Character: A Comparative Study of Two Islamic Educational Institutions in Yogyakarta

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A B S T R A C T

The development of students' disciplinary character remains a challenge in Islamic educational institutions, particularly in ensuring that compliance with institutional rules develops into sustained self-discipline. Although persuasive approaches are widely employed through advice, motivation, and guidance, their implementation across different educational settings and their relationship to students' disciplinary behavior require further contextual examination. This study aims to compare the implementation of persuasive approaches in developing students' disciplinary character at MTs Jamilurrahman Yogyakarta and Salafiyah Wustha Islamic Centre Bin Baz Yogyakarta, including their reported outcomes and supporting and inhibiting factors. Employing a qualitative comparative approach, the study draws on interviews with school leaders, teachers, caregivers, and students, alongside observations and relevant documentation. The data are analyzed descriptively and thematically to identify patterns of implementation and differences between the two institutions. The findings indicate that both institutions employ advice, motivation, role modeling, interpersonal communication, habituation, supervision, and follow-up guidance. However, MTs Jamilurrahman places greater emphasis on individualized guidance, attendance monitoring, and parental involvement, whereas Salafiyah Wustha Islamic Centre Bin Baz emphasizes coordination among teachers, caregivers, dormitory supervisors, and the security department. Informants reported positive but uneven developments in punctuality, rule compliance, and daily discipline, with some students continuing to require repeated guidance. The study integrates Ibn Sina's perspective on persuasion and communication with Thomas Lickona's framework of moral knowing, moral feeling, and moral action. It contributes a context-sensitive understanding of persuasive discipline-building and highlights the importance of distinguishing observable compliance from the internalization of independent and consistent disciplinary character.

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1. Introduction

Student discipline is a fundamental dimension of character education because it reflects learners' ability to regulate their behavior, fulfill responsibilities, manage time, and comply with educational rules. In educational institutions, discipline is not merely an instrument for maintaining order but also an essential element in developing self-regulation, responsibility, and moral awareness. However, disciplinary practices do not necessarily produce lasting behavioral change when students comply with regulations only because of external supervision or fear of punishment. Sustainable discipline requires learners to understand and internalize the values underlying rules and responsibilities. This issue is particularly important in Islamic educational institutions, where academic achievement is expected to develop alongside moral conduct, religious commitment, and responsible behavior. In Indonesia, the National Education System Law (Law No. 20 of 2003) emphasizes

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the development of learners' spiritual, moral, intellectual, and social capacities, while Presidential Regulation No. 87 of 2017 establishes a policy framework for strengthening character education. These frameworks underscore the importance of integrating discipline into educational processes rather than treating it solely as a mechanism for controlling student behavior (Azzah Kamila et al., 2025).

Recent studies have examined various strategies for cultivating discipline and character in Islamic educational settings. Hidayat and Hidayat (2023), for example, investigated the management of an Islamic boarding school program for fostering disciplinary character among elementary-level madrasah students. Their study highlighted the role of program planning, implementation, evaluation, continuous supervision, and the integration of Qur'anic values into daily educational practices (Agustian et al., 2023; Asrofi et al., 2025; Azzah Kamila et al., 2025). Similarly, research on reward-and-punishment strategies has demonstrated how institutional rules and educational consequences can be incorporated into structured discipline-building programs (Hidayat & Hidayat, 2024). These studies provide important insights into the organizational and behavioral dimensions of disciplinary education. Nevertheless, approaches centered on program management, habituation, and behavioral consequences do not, by themselves, fully explain how educators can cultivate students' internal willingness to observe rules consistently. This distinction is important because compliance observed under supervision cannot automatically be interpreted as evidence of internalized discipline (Muftia Salma Nurpadilah et al., 2024).

Communication-based approaches offer another perspective for understanding character formation. Hastasari et al. (2022), in their study of students' communication patterns at Muallimin Muhammadiyah Yogyakarta, identified teacher role modeling and interpersonal communication as important elements in character education. Their findings emphasized the significance of communication that encourages empathy, trust, and a sense of belonging among students. From this perspective, discipline is shaped not only by institutional regulations but also by the quality of relationships between educators and learners. More directly, Hindarsyah et al. (2024) examined the implementation of a persuasive approach to fostering student discipline at Madrasah Aliyah Hidayatul Mubtadi'ien in Kampar, Indonesia (Mursalin et al., 2025; Mustika et al., 2021a). Their qualitative findings indicated that persuasive discipline-building involved cooperation between school leaders and teachers, while its implementation was supported by educators' understanding of the approach and collaboration among school personnel. The study also identified inconsistent understandings of the approach among school members as an inhibiting factor. Together, these findings suggest that persuasive communication can be examined as an educational process involving interpersonal relationships, institutional coordination, and the development of disciplined behavior (Riza Gusti Rahayu, 2024).

Despite these contributions, further investigation is needed into how persuasive approaches operate across different institutional environments. Islamic boarding schools and madrasahs may share religious and moral objectives, yet their educational arrangements differ in ways that may shape disciplinary practices. A boarding-school environment generally incorporates learning, religious activities, and daily routines within a residential system, allowing discipline to be reinforced throughout students' daily lives. A madrasah, by contrast, may rely more heavily on scheduled school activities and interactions occurring

within the formal educational environment (Muftia Salma Nurpadilah et al., 2024; Mursalin et al., 2025; Mustika et al., 2021a). These institutional differences raise questions about how educators communicate expectations, respond to repeated violations, establish behavioral consistency, and encourage students to develop self-discipline. Although previous studies have examined persuasive approaches in individual institutions and explored character education through communication or structured disciplinary programs, the present study focuses specifically on a comparison of persuasive discipline-building practices between a Salafiyah Wustho Islamic boarding school and a formal madrasah in Yogyakarta. The comparative dimension is intended to clarify institutional similarities and differences rather than assume that either educational setting produces superior outcomes (Safruddin & Suranto, 2024).

Preliminary observations at Salafiyah Wustho Islamic Center Bin Baz indicated several disciplinary challenges, including lateness in attending lessons, insufficient order during Qur'anic memorization sessions, failure to complete cleaning duties, and violations of boarding-school regulations. The initial observations also identified instances of inappropriate conduct toward teachers and educators. Comparable concerns were observed at MTs Jamilurrahman Yogyakarta, where some students reportedly arrived late, failed to wear complete school attributes, disrupted learning activities, avoided scheduled lessons, showed limited responsiveness to teachers' instructions, or participated inconsistently in congregational prayers and Qur'anic study sessions (Fathi Umar Mustaqima et al., 2025a; Huda et al., 2024). In both settings, reprimands and advice did not always prevent the recurrence of violations. These observations should be understood as preliminary contextual evidence rather than a comprehensive measurement of student discipline. Nevertheless, they indicate the need to investigate how disciplinary guidance is communicated, how students respond to educators' interventions, and how persuasive practices are integrated into everyday educational routines. The persistence of these challenges makes it necessary to distinguish between immediate compliance and the development of more consistent, internally motivated disciplinary behavior (Sukardi & Rakhmatullah, 2024).

The research gap therefore concerns not simply the absence of studies on student discipline or persuasive education, but the limited comparative understanding of how persuasive approaches are implemented within two distinct Islamic educational settings. Existing research provides relevant explanations of persuasive discipline-building in a madrasah (Hindarsyah et al., 2024), interpersonal communication in an Islamic boarding school (Hastasari et al., 2022), and the management of disciplinary character programs (Hidayat & Hidayat, 2023). However, these strands of research do not, on their own, establish how persuasive practices are organized, adapted, and experienced across the specific institutional contexts examined in this study. Accordingly, the novelty of this research lies in its comparative examination of the implementation of persuasive approaches at Salafiyah Wustho Islamic Center Bin Baz and MTs Jamilurrahman Yogyakarta. Rather than treating persuasion as a uniform technique, the study examines its implementation in relation to educators' communication, advice and guidance, role modeling, habituation, responses to disciplinary violations, and the institutional conditions that support or constrain these practices. This comparative perspective is expected to extend existing discussions of character education by connecting interpersonal educational processes with differences in institutional organization.

Grounded in the Islamic educational principles of *hikmah* (wisdom), *mau'izhah hasanah* (good counsel), and *uswah hasanah* (exemplary conduct), the study views persuasive education as an approach that seeks to develop discipline through meaningful guidance and the internalization of values, rather than relying exclusively on coercion. These principles provide a normative foundation for examining how educators communicate the significance of rules while maintaining constructive relationships with students. The study has three objectives: (1) to examine how persuasive approaches are implemented to foster students' disciplinary character at Salafiyah Wustho Islamic Center Bin Baz and MTs Jamilurrahman Yogyakarta; (2) to compare the similarities and differences in their implementation across the two institutions; and (3) to identify the supporting and inhibiting factors that influence the implementation of these approaches. The study is expected to contribute theoretically by enriching discussions of persuasive communication and disciplinary character formation in Islamic education, methodologically by providing a comparative analysis of two institutional settings, and practically by informing educators and school administrators in designing more context-sensitive, constructive, and sustainable approaches to student discipline.

2. Methods

2.1. Research Design

This study employed a qualitative descriptive-comparative design to examine the implementation of persuasive approaches in fostering students' disciplinary character at two Islamic educational institutions in Yogyakarta, Indonesia: Salafiyah Wustho Islamic Center Bin Baz and MTs TQ Jamilurrahman. A qualitative approach was selected because the study sought to understand educational practices, interpersonal interactions, student responses, and the contextual factors shaping disciplinary development in their natural settings. Rather than manipulating variables or testing statistical relationships, the study focused on interpreting the meanings and processes underlying persuasive discipline-building practices (Fikri et al., 2024; Halza et al., 2024; Haqiqi et al., 2024; Hasanah, 2016).

The descriptive-comparative design enabled the researchers to examine each institution's disciplinary practices and subsequently identify similarities and differences between the two settings. The comparison focused on how educators communicated expectations, delivered advice and guidance, provided role models, reinforced disciplinary habits, and responded to violations of institutional rules. It also examined the supporting and inhibiting factors associated with implementation and the ways students responded to disciplinary guidance. The researchers served as the primary research instrument, directly engaging with participants and educational activities to develop a contextual understanding of the phenomenon. The research procedures followed a qualitative sequence involving the determination of the research focus, selection of research settings and participants, data collection, interactive analysis, and interpretation of the findings (Zohri & Hilalludin, 2025).

2.2. Research Setting and Participants

The study was conducted at Salafiyah Wustho Islamic Center Bin Baz and MTs TQ Jamilurrahman, two Islamic educational institutions in Yogyakarta, Indonesia. The first institution provides lower-secondary-level Islamic education within a boarding-school environment, where formal learning is integrated with religious instruction, Qur'anic memorization, congregational worship, and daily residential routines. The second institution provides formal madrasah education with an emphasis on Islamic learning and student

character development. These settings were selected because both institutions emphasize discipline as part of Islamic character education while operating within different educational arrangements, making them suitable for a comparative investigation (Nasrin et al., 2025; Raharja & Hilalludin, 2025).

The planned sample comprised 16 informants, with eight participants from each institution. At Salafiyah Wustho Islamic Center Bin Baz, the informant group consisted of one school principal, one student-affairs or boarding-school management representative, three residential supervisors or marhalah caregivers, and three students (santri). At MTs TQ Jamilurrahman, the group consisted of one madrasah principal, one student-affairs representative, three homeroom teachers or teachers, and three students. This composition was intended to capture perspectives from institutional leadership, personnel responsible for disciplinary guidance, and students who directly experienced the educational practices under investigation (Nasrin et al., 2025; Raharja & Hilalludin, 2025).

2.3. Sampling Procedures

Participants were selected purposively on the basis of their institutional roles, involvement in student discipline, and ability to provide information relevant to the research objectives. The selection strategy prioritized information richness rather than statistical representativeness. Institutional leaders and student-affairs personnel were included to explain disciplinary policies and management practices, while residential supervisors, homeroom teachers, and other teachers were selected to describe the implementation of persuasive guidance in daily educational activities. Students were included to provide first-hand accounts of their experiences and responses to disciplinary interventions.

The initial sample was set at 16 informants, divided equally between the two institutions. As specified in the research plan, additional informants could be considered if further information was needed to clarify emerging findings or address gaps in the collected data. The final number of participants should therefore be reported according to the actual fieldwork record, together with the basis for determining data sufficiency.

2.4. Research Instruments

In qualitative research, the researcher served as the primary instrument for collecting and interpreting data. The researcher directly observed educational activities, conducted interviews, examined relevant documents, and interpreted participants' accounts in relation to the research questions. Supporting instruments comprised a semi-structured interview guide, an observation guide, a documentation checklist, and field notes.

The interview guide addressed the implementation of persuasive approaches, including advice, motivation, interpersonal communication, role modeling, habituation, responses to disciplinary violations, and perceived changes in students' disciplinary behavior. Questions also explored institutional conditions that supported or constrained implementation. The observation guide directed attention to students' punctuality, participation in learning and religious activities, compliance with institutional regulations, completion of assigned responsibilities, and interactions between educators and students. The documentation checklist was used to identify relevant institutional rules, activity schedules, disciplinary records, reports of student guidance, and other available materials related to the research focus.

These instruments were designed to support consistency across the two research settings while allowing flexibility to explore context-specific experiences. No standardized numerical scoring instrument was used because the study aimed to develop an in-depth qualitative interpretation rather than quantify disciplinary character.

2.5. Data Collection Procedures

Data were collected through participant observation, in-depth semi-structured interviews, and document analysis. The procedures were organized to obtain complementary accounts of disciplinary practices from different sources. First, the researchers observed relevant educational activities in both institutions. Observation focused on how educators communicated rules, delivered advice and motivation, demonstrated appropriate conduct, responded to violations, and encouraged students to participate in scheduled academic, religious, and residential activities. Student behavior and interactions between educators and students were recorded in field notes and observation records (Hilalludin & Khaer, 2025; Januardi & Jumadi, 2024; Nasrin et al., 2025).

Second, in-depth semi-structured interviews were conducted with institutional leaders, student-affairs personnel, residential supervisors, teachers, and students. The interviews explored how persuasive approaches were implemented, how students responded to guidance, what factors supported or hindered implementation, and how participants perceived the contribution of these practices to disciplinary development. The semi-structured format enabled the researchers to follow a common set of topics while asking follow-up questions to clarify participants' experiences and explanations. Third, relevant documents were examined to complement and contextualize the observational and interview data. These documents included institutional regulations, activity schedules, available disciplinary records, student-guidance reports, and other materials relevant to the implementation of persuasive approaches. Photographs and other documentation were used as supporting evidence where available and appropriate (Hilalludin, 2025b; Nasrin et al., 2025).

Finally, the information obtained from the three data-collection methods was compared to identify convergent accounts, contextual differences, and inconsistencies requiring further interpretation. Data collection and analysis informed one another throughout the research process, allowing the researchers to identify issues requiring clarification and develop a more comprehensive account of disciplinary practices at both institutions.

2.6. Data Analysis

Data were analyzed descriptively and comparatively using the interactive analytical model of Miles and Huberman (1994), which comprises data reduction, data display, and conclusion drawing and verification. Analysis proceeded iteratively alongside data collection. First, data reduction involved selecting, organizing, coding, and condensing information from interviews, observations, and documents according to the research objectives. Relevant information was grouped into analytical categories, including forms of persuasive communication, role modeling, habituation, responses to disciplinary violations, student responses, and supporting and inhibiting factors.

Second, data display involved organizing the categorized information into descriptive summaries and comparative matrices. The findings from Salafiyah Wustho Islamic Center Bin Baz and MTs TQ Jamilurrahman were initially examined within their respective

institutional contexts and subsequently compared across the two settings. This procedure facilitated the identification of shared practices, context-specific strategies, and differences associated with the institutions' educational arrangements (Bakrin & Hilalludin, 2025; Hilalludin, 2025a).

Third, conclusion drawing and verification involved interpreting the patterns emerging from the displayed data and examining whether the interpretations were supported by evidence from interviews, observations, and documents. The researchers compared accounts across informant groups and data-collection methods to assess consistency, identify contradictory evidence, and refine the conclusions. The final interpretation focused on how persuasive approaches were implemented, how their implementation differed between the institutions, and what contextual factors supported or constrained disciplinary character development.

2.7. Trustworthiness

The trustworthiness of the qualitative findings was addressed through source triangulation and methodological triangulation, supported by the criteria of credibility, transferability, dependability, and confirmability (Mekarisce, 2020). Credibility was supported by comparing information obtained from institutional leaders, personnel responsible for student guidance, teachers or residential supervisors, and students. Methodological triangulation was conducted by comparing interview accounts with observational records and available documents. This comparison was intended to establish whether the interpretations were supported by multiple sources rather than relying on a single account. Transferability was addressed by describing the institutional settings, participant roles, disciplinary practices, and relevant educational contexts in sufficient detail to help readers assess the applicability of the findings to comparable Islamic educational institutions.

Dependability required a transparent record of the research procedures, including participant selection, data-collection activities, the organization of analytical categories, and the steps used to compare findings across the two institutions. Confirmability was supported by grounding interpretations in the collected empirical evidence and comparing the accounts of different participants with observation and documentary records. These criteria provided a framework for assessing the consistency and evidential basis of the findings. Any additional procedures, such as participant checking or independent review of the coding, should be reported only if they were actually undertaken.

2.8. Ethical Considerations

The study involved educational personnel and students in two Islamic educational institutions. Ethical procedures therefore needed to protect participants' rights, privacy, and well-being throughout observation, interviewing, and document collection. Institutional permission should be obtained from the relevant authorities before fieldwork, and participants should be informed about the purpose of the study, the voluntary nature of their participation, the intended use of the information, and their right to decline or withdraw without penalty.

Because some participants were students who may be under 18 years of age, appropriate parental or guardian consent and student assent should be obtained where required by the

applicable institutional and ethical guidelines. Identifying information should be omitted or anonymized in research records and publications, and sensitive information about student misconduct should be handled confidentially. Photographs, disciplinary records, and other potentially identifiable materials should be used only with appropriate authorization.

The available research description does not specify whether formal ethics approval was obtained or provide an approval reference number. The final manuscript should therefore report the actual approval status, the relevant institutional permission, and the consent procedures implemented during the research. No ethics approval or consent procedure should be claimed unless it can be documented.

3. Results

3.1. Implementation of the Persuasive Approach in the Two Islamic Educational Institutions

The findings indicate that the persuasive approach to developing students' disciplinary character was implemented through advice, motivation, personal guidance, role modeling, habituation, and continuous supervision in both Salafiyah Wustha Islamic Centre Bin Baz and MTs Jamilurrahman, Yogyakarta. Although the two institutions shared similar principles, their implementation differed according to their educational settings, organizational structures, and patterns of student supervision.

At Salafiyah Wustha Islamic Centre Bin Baz, the persuasive approach was implemented through routine guidance, reminders, motivational messages, habituation, and the provision of advice to students who violated institutional rules. These practices were intended not only to encourage students to comply with regulations but also to develop their awareness of the importance of discipline in their daily activities (Triyuda et al., 2026; Wulan Sari et al., 2024).

A school leader explained that persuasive guidance was delivered through several complementary strategies:

> *"The persuasive approach is implemented through habituation, guidance, motivation, advice, and warnings for students who violate the rules." (Interview with SW-01, School Principal, Salafiyah Wustha Islamic Centre Bin Baz).*

This statement indicates that disciplinary development was not limited to issuing instructions. Instead, the institution attempted to combine preventive guidance with corrective responses to violations. Advice and motivation were used to encourage students to understand the reasons behind institutional rules, while warnings served as reminders when their behavior did not conform to established expectations.

The boarding-school environment also shaped the implementation of this approach. Student discipline was addressed through cooperation among teachers, caregivers, dormitory supervisors, and the security department. Such cooperation enabled disciplinary guidance to extend beyond classroom activities to students' daily routines within the boarding environment.

Role modeling was another important component. Students were expected to observe and learn from the discipline demonstrated by their teachers and caregivers. A student informant emphasized the importance of educators' conduct and their relationships with students:

"One factor supporting the success of the persuasive approach is the example set by the teachers. When teachers demonstrate discipline in their daily lives, students can more easily accept guidance and imitate their behavior. Good relationships between teachers and students also influence how advice is received." (Interview with SW-S01, Student, Salafiyah Wustha Islamic Centre Bin Baz).

This account suggests that the persuasive approach depended not only on verbal communication but also on the consistency between educators' expectations and their daily behavior. Positive relationships were perceived as important because students were more receptive to guidance when they regarded educators as credible role models.

Morning supervision was also employed to encourage punctuality. According to the school principal, students' arrival times were monitored before the commencement of teaching and learning activities. This routine was intended to establish a consistent habit of arriving on time and to make students more aware of their responsibility to attend activities according to the institutional schedule.



Figure 1. *Disciplinary guidance and supervision activities at Salafiyah Wustha Islamic Centre Bin Baz, Yogyakarta.*

At MTs Jamilurrahman, the persuasive approach was implemented through constructive communication, personal advice, teacher role modeling, classroom guidance, attendance monitoring, and parental involvement when necessary. The school emphasized the importance of establishing positive relationships between teachers and students so that disciplinary guidance could be delivered in a supportive environment.

The school principal explained that disciplinary violations were addressed according to their level of seriousness:

"For minor violations, students are usually called to the office to receive direct advice and guidance. When a serious violation occurs, the school takes further action by inviting the parents or guardians to discuss the problem and seek a solution together." (Interview with MJ-01, School Principal, MTs Jamilurrahman).

This statement illustrates the institution's use of graduated responses. Minor violations were addressed through direct guidance, whereas more serious cases could involve communication with parents or guardians. The approach reflects an effort to combine

individual guidance with family participation rather than relying exclusively on school-based sanctions.

Teacher role modeling was also identified as a central strategy. According to the school principal, teachers and educational personnel were expected to demonstrate discipline in carrying out their responsibilities, complying with institutional regulations, and interacting with students. Such expectations positioned educators as behavioral examples whose conduct could reinforce the values communicated through formal guidance (Safruddin & Suranto, 2024).

A teacher further explained that positive relationships contributed to students' willingness to accept advice:

> *"Teachers try to build close relationships with students so that they feel comfortable receiving guidance and support. When the relationship between teachers and students is good, the advice given tends to be more readily accepted, making students more willing to follow instructions and comply with school regulations." (Interview with MJ-02, Teacher, MTs Jamilurrahman).*

The findings also highlight the role of classroom teachers in providing repeated guidance. Students did not always demonstrate lasting behavioral change immediately after receiving advice. Consequently, teachers continued to provide reminders, individual support, and supervision to reinforce disciplinary habits.



Figure 2. *Student guidance and monitoring activities at MTs Jamilurrahman, Yogyakarta.*

3.2. Outcomes of the Persuasive Approach in Developing Disciplinary Character

The interview findings indicate positive developments in students' discipline at both institutions, particularly in punctuality, compliance with school regulations, participation in routine activities, and responsiveness to guidance. Nevertheless, the findings also show that changes were not uniform among all students and that sustained discipline required repeated guidance and supervision.

At Salafiyah Wustha Islamic Centre Bin Baz, informants reported that many students demonstrated greater discipline in carrying out daily activities and complying with institutional rules. A student informant described the perceived outcomes as follows:

"In my observation, the persuasive approach has produced fairly positive results. Many students have demonstrated more disciplined behavior in carrying out activities and following the boarding school's rules. However, some students are still not fully disciplined, although their number is relatively small compared with those who have demonstrated disciplined behavior." (Interview with SW-S02, Student, Salafiyah Wustha Islamic Centre Bin Baz).

This account indicates that students perceived improvements in disciplinary behavior, although the changes did not apply equally to everyone. Some students appeared more responsive to advice and reminders, while others required more intensive guidance.

The principal's account concerning morning supervision also suggests that monitoring student arrival was used to reinforce punctuality. Through regular observation and reminders, the institution sought to establish discipline as a recurring habit rather than a response limited to particular incidents.

However, the findings should not be interpreted as evidence that the persuasive approach independently caused measurable improvements in disciplinary character. The available evidence primarily consists of interviews describing informants' observations and experiences. The reported outcomes therefore indicate perceived positive developments rather than quantitatively established changes (Sukardi & Rakhmatullah, 2024).

The data also reveal a discrepancy concerning disciplinary enforcement. While the institutional leader described the official approach as non-physical and based on guidance, one student account reportedly referred to experiences perceived as physical actions by certain caregivers. This difference requires careful verification through further examination of interview records and relevant institutional practices. The discrepancy should not be treated as a confirmed general practice without additional evidence.

At MTs Jamilurrahman, the most prominent reported improvement concerned students' punctuality. The school principal described morning reception and attendance monitoring as measures used to address lateness:

"One visible change is the improvement in students' morning attendance. Previously, many students arrived late at school. To address this problem, the school introduced a morning reception activity conducted by teachers. Student attendance is monitored, lateness is recorded, and information about late arrivals is communicated to parents or guardians. This measure has had a noticeable impact on student behavior, and lateness has now been managed very well." (Interview with MJ-01, School Principal, MTs Jamilurrahman).

This account suggests that punctuality was addressed through a combination of direct supervision, attendance recording, and communication with families. Rather than relying exclusively on advice, the school connected individual guidance with a monitoring mechanism and parental involvement.

Another teacher reported that serious disciplinary violations had not been prominent in their observations:

"The results of implementing the persuasive approach have been positive so far. Based on my observations, there have been no prominent serious violations among the students." (Interview with MJ-02, Teacher, MTs Jamilurrahman).

Nevertheless, the findings also indicate that some students continued to require repeated advice and supervision. A homeroom teacher explained that students could

generally be guided through constructive communication, but that behavioral changes did not always become permanent immediately after counseling (Mansir, 2021).

Taken together, these accounts suggest that the persuasive approach was associated with perceived improvements in punctuality and everyday compliance. The combination of teacher guidance, monitoring, and family communication appeared to be an important feature of the school's disciplinary practices. However, the findings remain based on informants' accounts and should be interpreted within that evidentiary scope.

3.3. Supporting and Inhibiting Factors

Several supporting factors were identified across the two institutions. The first was coordination among educational personnel. At Salafiyah Wustha Islamic Centre Bin Baz, the principal emphasized cooperation among teachers, caregivers, dormitory supervisors, and the security department. Their shared involvement enabled students to receive reminders and supervision across different aspects of boarding-school life.

The principal explained:

> *"The main supporting factor in implementing the persuasive approach is cooperation and solidarity among teachers, dormitory supervisors, caregivers, and the security department. Each party plays a role in maintaining student discipline through supervision, advice, motivation, and reminders about institutional regulations." (Interview with SW-01, School Principal, Salafiyah Wustha Islamic Centre Bin Baz).*

At MTs Jamilurrahman, coordination among teachers, the consistency of guidance, and the involvement of parents in more serious cases supported the implementation of disciplinary development. Teachers' role modeling and positive communication with students were also identified as important elements. The second supporting factor was the quality of relationships between educators and students. Informants from both institutions indicated that students were more receptive to advice when guidance was delivered through respectful communication and supported by educators' consistent behavior.

The third factor was students' personal awareness and maturity. A caregiver at Salafiyah Wustha Islamic Centre Bin Baz explained that students with greater maturity tended to understand the reasons behind regulations and recognize the consequences of their actions more readily. This suggests that the reception of persuasive guidance was partly influenced by individual differences among students. Despite these supporting conditions, several challenges remained. At Salafiyah Wustha Islamic Centre Bin Baz, informants described differences in students' maturity, responsiveness to advice, and willingness to comply with regulations. Peer influence, laziness, and difficulties adjusting emotionally to boarding-school life were also identified as factors that could interfere with consistent disciplinary behavior (M Mahbubi & Homaidi, 2025).

Another challenge concerned the need for consistent coordination between the institution and students' families. Differences in how school regulations and disciplinary expectations were understood could complicate the continuity of guidance. These conditions indicated that institutional supervision needed to be supported by communication and cooperation among relevant parties (Sumarta et al., 2025; Suryati, 2024).

At MTs Jamilurrahman, differences in students' personalities and levels of self-awareness influenced their responses to disciplinary guidance. Some students accepted

advice readily, whereas others needed repeated reminders and closer supervision. Inconsistent interpretations or applications of rules among educational personnel could also weaken the consistency of disciplinary development. Family-related circumstances could further affect the continuity of students' behavior and the implementation of school guidance. The findings suggest that persuasive communication cannot be separated from consistency, monitoring, and appropriate follow-up. When advice is not reinforced through continued supervision or when institutional expectations are applied inconsistently, behavioral changes may be temporary rather than sustained.

3.4. Comparative Findings between the Two Institutions

The comparison reveals similarities in the underlying principles of disciplinary development and differences in the ways those principles were implemented.

First, both institutions employed advice, motivation, role modeling, habituation, and direct supervision. Educators sought to develop students' understanding of disciplinary expectations rather than depe`nding exclusively on formal sanctions. Positive teacher-student relationships were considered important for helping students accept guidance.

Second, both institutions reported positive developments in aspects of student discipline, particularly punctuality and compliance with daily routines. However, these developments were based primarily on interview accounts. The available data do not establish the magnitude of change through quantitative measurements or demonstrate that the persuasive approach alone caused the reported outcomes (Mansir, 2021; Mustika et al., 2021b).

Third, the institutional context shaped the implementation process. At Salafiyah Wustha Islamic Centre Bin Baz, disciplinary guidance extended across academic and boarding-school activities. The involvement of teachers, caregivers, dormitory supervisors, and the security department reflected the need for continuous supervision in a residential educational environment. The institution also faced challenges associated with peer influence, students' adjustment to boarding-school life, and differences in individual maturity.

In contrast, MTs Jamilurrahman emphasized school-based guidance, morning attendance monitoring, classroom supervision, and parental involvement when violations required further attention. Its approach linked direct counseling with the recording of lateness and communication with parents or guardians. These practices reflected the institutional importance of cooperation between school personnel and families.

Finally, both institutions demonstrated that disciplinary development was an ongoing process rather than an immediate outcome of a single intervention. Some students responded positively to advice, while others required repeated guidance and supervision. The findings therefore point to the importance of consistency, educator role modeling, constructive relationships, and collaboration among the parties responsible for student development (Fadhlina Harisnur & Suriana, 2022; Fathi Umar Mustaqima et al., 2025b).

Overall, the comparative findings indicate that persuasive approaches were perceived by informants as contributing positively to disciplinary character in both institutions. Nevertheless, the implementation process and reported outcomes varied according to the institutional environment, student characteristics, and consistency of supervision. These

findings provide a basis for further discussion of how persuasive guidance can be integrated with institutional routines, family involvement, and sustained educational support.

4. Discussion

4.1. Implementation of the Persuasive Approach in Developing Students' Disciplinary Character

The findings demonstrate that the persuasive approach was implemented through advice, motivation, role modeling, interpersonal communication, habituation, supervision, and follow-up measures in both MTs Jamilurrahman and Salafiyah Wustha Islamic Centre Bin Baz, Yogyakarta. Although both institutions shared the objective of developing students' disciplinary character, their implementation strategies reflected differences in institutional organization and educational environments. MTs Jamilurrahman emphasized individualized guidance, the evaluation of repeated violations, and parental involvement in particular cases. In contrast, Salafiyah Wustha Islamic Centre Bin Baz emphasized coordination among teachers, caregivers, and the security department (*qism keamanan*), alongside habituation and supervision within the boarding-school environment. These findings suggest that persuasive discipline-building is not a uniform intervention but a context-sensitive educational process shaped by institutional needs and students' circumstances.

From the perspective of Ibn Sina's ideas concerning persuasion and rhetoric, these practices can be interpreted through the relationship between message delivery, the educator's credibility, and the recipient's willingness to accept guidance. Advice and motivation function not merely as instruments for communicating rules but also as means of explaining expectations and encouraging behavioral adjustment. Role modeling and constructive interpersonal relationships may strengthen this process because students encounter disciplinary values through both verbal instruction and educators' everyday conduct. This interpretation highlights the importance of how disciplinary messages are communicated, rather than focusing exclusively on the content of institutional regulations. Nevertheless, receiving advice or complying with an instruction should not automatically be interpreted as evidence that disciplinary values have become internalized (Latifah Nur Faidzah & Ike Junita Triwardhani, 2023; M Mahbubi & Homaidi, 2025).

This distinction can be further examined through Thomas Lickona's character education framework, which comprises *moral knowing*, *moral feeling*, and *moral action*. Explaining the purpose of school rules and the importance of punctuality relates to *moral knowing*, as students are encouraged to understand the values underlying disciplinary expectations. Constructive communication, encouragement, and educator role modeling may support *moral feeling* by helping students develop a sense of responsibility and acceptance of these values. Meanwhile, consistently arriving on time, following regulations, and fulfilling responsibilities represent observable behaviors relevant to *moral action*. The framework therefore provides a way to examine whether disciplinary guidance is associated with students' understanding, moral commitment, and actual behavior. However, these dimensions should be treated as analytical categories rather than as outcomes that can be assumed to have been fully achieved.

The relationship between these two perspectives offers a useful conceptual explanation of the findings. Ibn Sina's perspective helps illuminate the process through which educators communicate disciplinary expectations and encourage students to accept guidance, whereas Lickona's framework helps examine the character-related outcomes that such guidance seeks to develop. For example, explaining the reasons behind a rule may contribute to students' understanding of disciplinary values, while demonstrating consistent behavior may provide a practical example of those values. When students subsequently apply the rules consistently without repeated reminders, their behavior may indicate progress toward independent discipline. Nevertheless, the present findings do not establish that all students have reached this level of internalization. Rather, the two frameworks together highlight the distinction between the implementation of persuasive guidance and the development of sustained disciplinary character (Jaya Subita et al., 2023; Krishnan et al., 2021).

The findings from MTs Jamilurrahman illustrate this distinction. Individual guidance, follow-up for repeated violations, and communication with parents or guardians indicate an effort to address disciplinary problems through more than immediate correction. Reports of improved punctuality following morning supervision and attendance monitoring suggest that these practices may contribute to more orderly student behavior. At the same time, teachers' accounts indicate that some students still require repeated guidance and monitoring. From an Ibn Sina-informed perspective, this pattern underscores the importance of adapting communication and guidance to students' circumstances. Through Lickona's framework, it suggests that observable improvements in behavior should be examined alongside students' understanding of the rules and their willingness to maintain discipline independently. Accordingly, the findings indicate positive developments in disciplinary practices, but they do not establish that disciplinary character has been fully internalized by every student.

A comparable pattern emerged at Salafiyah Wustha Islamic Centre Bin Baz, where disciplinary development was supported by coordination among teachers, caregivers, dormitory supervisors, and the security department. The boarding-school environment enabled guidance and supervision to be integrated into students' academic activities and daily routines. Such arrangements may strengthen the continuity of disciplinary expectations because students encounter them across multiple settings. From the perspective of character education, habituation provides opportunities to translate disciplinary values into everyday actions. However, the presence of institutional monitoring does not, by itself, demonstrate that students have developed independent self-regulation. When appropriate behavior remains dependent on external reminders, further attention is needed to determine whether students are developing personal responsibility alongside observable compliance.

The comparison between the two institutions therefore reveals both shared principles and context-specific mechanisms. Both used advice, motivation, role modeling, and supervision to promote discipline, but MTs Jamilurrahman placed particular emphasis on school-based guidance and parental communication, whereas Salafiyah Wustha integrated disciplinary supervision into its residential educational system. These differences reflect institutional arrangements rather than demonstrating the superiority of one approach over the other. The available findings are more suitable for explaining how persuasive guidance is

organized and experienced than for determining which institution achieves greater effectiveness quantitatively (Krishnan et al., 2021; Noortyani & Rahmawati, 2024).

The conceptual contribution of this comparison lies in connecting the process of persuasion with the institutional conditions under which disciplinary character is developed. The findings suggest that persuasive guidance should be understood not simply as a communication technique but as part of a broader educational process involving role modeling, habituation, supervision, and follow-up. Ibn Sina's perspective helps explain the communication process, while Lickona's framework provides a basis for examining the relationship between that process and students' disciplinary development. Together, these perspectives offer an analytical approach for distinguishing immediate compliance from the longer-term goal of developing consistent and self-directed discipline.

4.2. Outcomes of the Persuasive Approach in Developing Students' Disciplinary Character

The findings indicate that the implementation of persuasive guidance was associated with perceived improvements in student discipline at both institutions, particularly in punctuality, compliance with regulations, and participation in daily educational activities. At MTs Jamilurrahman, the school principal reported improvements in morning attendance following the introduction of teacher reception, attendance monitoring, recording of late arrivals, and communication with parents or guardians. Teachers also described the absence of prominent serious violations in their observations. At Salafiyah Wustha Islamic Centre Bin Baz, student accounts indicated that many students had become more disciplined in carrying out daily activities and complying with boarding-school regulations, although some continued to require guidance. Taken together, these accounts suggest positive developments while also demonstrating that disciplinary outcomes were not uniform across all students.

One important implication is that disciplinary outcomes need to be examined at more than one level. The first concerns observable behavioral regularity, such as arriving on time, attending scheduled activities, and complying with institutional rules. The second concerns the extent to which students understand and accept discipline as a personal responsibility. The first level can be explored through observations of behavior and informants' accounts, while the second requires evidence about students' reasoning, attitudes, and consistency across different situations. The distinction is important because improvements in attendance or reductions in reported violations do not necessarily establish that students have developed autonomous disciplinary character (Arifin & Wulandari, 2025; Habibirrahim & Misra, 2025).

At MTs Jamilurrahman, morning attendance monitoring illustrates how direct supervision can support the development of more orderly behavior. Recording lateness and communicating with parents or guardians provide mechanisms through which disciplinary expectations can be reinforced. These practices may help students recognize that punctuality is a shared responsibility involving both the school and the family. However, the reported improvement should be interpreted in relation to the combined measures implemented by the institution. The available evidence does not isolate the contribution of persuasive communication from that of monitoring, parental involvement, or other school practices. It is therefore more appropriate to conclude that persuasive guidance formed part of a broader

disciplinary strategy associated with positive reported outcomes than to claim that persuasion alone caused the improvement.

At Salafiyah Wustha Islamic Centre Bin Baz, the reported improvements were associated with advice, warnings, motivation, habituation, and supervision. These practices were embedded in a residential environment in which educational personnel could reinforce disciplinary expectations throughout students' daily routines. This institutional arrangement may provide repeated opportunities for students to practice punctuality, compliance, and responsibility. Nevertheless, the student accounts also indicated that some individuals remained less responsive to guidance than others. The variation suggests that the same institutional measures may not produce identical responses among students and that continued support remains necessary (Anggraini, 2025).

Lickona's framework offers a way to interpret these different outcomes. Reports of punctuality and compliance provide evidence relevant to *moral action* because they concern observable behavior. However, the extent to which students understand the reasons behind the rules and accept responsibility for following them relates to *moral knowing* and *moral feeling*. The findings provide indications of behavioral development, but they do not offer sufficient evidence to determine the extent to which all three dimensions have developed consistently among students at either institution. This limitation reinforces the importance of distinguishing between observed compliance and the broader development of disciplinary character.

Ibn Sina's perspective complements this interpretation by drawing attention to the communication and guidance through which educators seek to influence student behavior. Advice, motivation, and role modeling may help students understand expectations and become more receptive to disciplinary guidance. Yet, the relationship between receiving guidance and maintaining disciplined behavior is not automatic. Students may comply because they understand the value of a rule, because they respect their educators, because supervision is present, or because they wish to avoid consequences. These possibilities cannot be treated as equivalent without additional evidence. The findings therefore suggest that the quality of disciplinary outcomes should be assessed not only through visible compliance but also through students' ability to maintain appropriate behavior when direct supervision is limited (Arifin & Wulandari, 2025).

The comparison between the two institutions further demonstrates the importance of context in interpreting outcomes. At MTs Jamilurrahman, the reported improvements were particularly associated with school attendance, direct guidance, and communication with families. At Salafiyah Wustha Islamic Centre Bin Baz, the accounts emphasized discipline in daily boarding-school routines and the contribution of coordinated supervision. These differences indicate that disciplinary outcomes are expressed through practices relevant to each institution's educational environment. They do not, however, establish that one institution has achieved better results than the other, because the available evidence does not provide a common quantitative measure or equivalent longitudinal assessment.

The findings also have practical implications for evaluating disciplinary development. Institutions should avoid treating the absence of serious violations or compliance during supervised activities as the sole indicators of successful character education. These indicators remain useful, but they should be complemented by attention to students' consistency,

responsibility, and ability to regulate their own behavior. Regular observation, student reflection, follow-up discussions, and communication among educators may help institutions understand whether changes are sustained over time. Such practices should be considered as implications derived from the findings, rather than interventions whose effectiveness has already been demonstrated by this study (Hatami et al., 2023).

Overall, the findings suggest that persuasive guidance can contribute to disciplinary development when integrated with consistent institutional practices and continued educational support. The contribution of this study is to emphasize the distinction between positive behavioral changes and the deeper internalization of disciplinary values. The integration of Ibn Sina's perspective and Lickona's framework makes it possible to examine both how guidance is communicated and what dimensions of character it seeks to develop. Nevertheless, because the evidence primarily reflects interview accounts and qualitative observations, the findings should be interpreted as indications of perceived improvement rather than definitive proof of causal effectiveness. Future research could examine changes in student behavior over a longer period and incorporate systematic indicators of punctuality, repeated violations, self-regulation, and students' understanding of disciplinary responsibilities.

4.3. Supporting and Inhibiting Factors in the Implementation of the Persuasive Approach

The findings show that the implementation of persuasive guidance was shaped by the interaction of institutional coordination, educator role modeling, interpersonal relationships, students' individual characteristics, and family or peer environments. Supporting factors included cooperation among educational personnel, constructive communication, repeated advice and motivation, consistent supervision, and students' awareness of disciplinary responsibilities. Inhibiting factors included differences in students' maturity and responsiveness, peer influence, low motivation, emotional adjustment, repeated violations, and challenges in maintaining consistent expectations across educational and family settings. These findings suggest that the implementation of persuasive guidance depends not only on educators' communication skills but also on the broader environment in which students learn and practice discipline (Kartika & Arifudin, 2021).

At Salafiyah Wustha Islamic Centre Bin Baz, coordination among teachers, caregivers, dormitory supervisors, and the security department was an important institutional resource. Cooperation among these parties allowed disciplinary expectations to be reinforced in both academic and residential settings. The involvement of multiple educational personnel may reduce gaps in supervision and help students encounter more consistent expectations throughout their daily activities. At the same time, differences in student maturity, peer influence, motivation, and adjustment to boarding-school life created challenges for the continuity of disciplinary behavior. These findings suggest that institutional coordination is valuable, but it must be accompanied by guidance that responds to individual circumstances rather than assuming that all students will respond similarly.

At MTs Jamilurrahman, the supporting factors included positive teacher–student relationships, educator role modeling, attendance monitoring, and parental involvement when further intervention was required. Such arrangements created opportunities for disciplinary issues to be addressed through communication and follow-up. However, differences in students' personalities and levels of self-awareness meant that some students

needed repeated reminders. Inconsistency in the interpretation or application of rules could also weaken the continuity of guidance, while family-related circumstances could affect the reinforcement of disciplinary expectations outside school. The findings therefore highlight the importance of coordination between educators and families and of maintaining consistency in disciplinary practices (Tamuri & Ismail, 2021).

These patterns can be interpreted through Ibn Sina's perspective on persuasion and the importance of communication suited to the recipient. The effectiveness of guidance may be influenced by how educators explain expectations, demonstrate the values they promote, and establish relationships that encourage students to listen and respond. Role modeling can strengthen the credibility of a message, while constructive interpersonal communication may make students more willing to discuss difficulties and accept guidance. Conversely, differences in maturity, motivation, and emotional adjustment may require educators to vary their communication and support. This interpretation does not mean that communication alone can resolve every difficulty; rather, it indicates that persuasive guidance must be responsive to the individual and institutional conditions in which it is implemented (Rachmawati et al., 2022).

Lickona's framework adds a complementary perspective by connecting these supporting and inhibiting factors to the development of disciplinary character. Clear explanations of rules and their purposes may support *moral knowing*. Positive relationships, encouragement, and credible role modeling may contribute to the acceptance of disciplinary values associated with *moral feeling*. Consistent opportunities to practice punctuality, compliance, and responsibility may support *moral action*. From this perspective, institutional coordination and family involvement are important because they can help maintain continuity between the values communicated to students and the behaviors expected of them. However, the presence of these supporting factors does not establish that students have achieved full moral internalization. Their significance must be examined in relation to the students' actual behavior and the consistency with which that behavior is maintained (Maulana Adnan et al., 2026).

The two theoretical perspectives are complementary rather than interchangeable. Ibn Sina's perspective helps explain the process through which educators communicate persuasive messages and encourage acceptance, while Lickona's framework provides categories for examining the character-related development that the process is intended to support. A critical issue emerges when well-delivered guidance is assumed to produce lasting behavioral change. Students may understand a rule without consistently following it, or they may comply because of external supervision rather than personal commitment. In such cases, the persuasive process may have reached the level of message reception without producing sustained action. This distinction helps explain why some students continue to require repeated guidance even when an institution has established regular disciplinary routines (Saripah et al., 2026).

The findings also suggest that supervision and consequences for violations need not be incompatible with a persuasive approach. They may support educational guidance when they are proportionate, clearly explained, consistently applied, and directed toward behavioral improvement. However, where compliance is maintained primarily through monitoring or fear of consequences, the development of independent self-regulation cannot

be assumed. Educational institutions therefore need to consider not only whether rules are enforced but also whether students understand the reasons for those rules and are given opportunities to reflect on their responsibilities. In this respect, persuasive guidance and institutional accountability can serve complementary functions, provided that enforcement does not displace constructive communication and educational support (Saputri & Hastuti, 2025).

An additional issue concerns the consistency between institutional policies and reported experiences. In the Salafiyah Wustha case, the data indicate a discrepancy between the school leader's description of the official disciplinary policy and a student's reported experience of what was perceived as physical action by certain caregivers. This discrepancy requires careful verification and should not be generalized into a claim about the institution's overall practices without further evidence. Nevertheless, it has implications for the analysis of persuasive discipline: institutional expectations, educators' actual conduct, and students' experiences need to be examined together. Consistency between stated principles and everyday practice is important for maintaining trust and for ensuring that disciplinary guidance is experienced as educational rather than contradictory (Namira & Hayat, 2026).

The practical implications of these findings are threefold. First, both institutions can strengthen coordination among teachers, caregivers, school leaders, and families so that disciplinary expectations are communicated consistently. Second, educators can combine clear explanations, role modeling, and individualized guidance with follow-up measures that respond to repeated violations and students' differing needs. Third, institutions can evaluate disciplinary development through multiple sources of evidence, including observations, attendance records, follow-up documentation, and students' accounts of their understanding and responsibility. These implications follow from the challenges identified in the study; they should be understood as recommendations for practice rather than as interventions whose effects have already been experimentally established (Maulana Adnan et al., 2026).

The principal conceptual contribution of this study is its integrated account of persuasive guidance as a process shaped by communication, institutional context, and students' developing character. The comparison indicates that supporting factors cannot be reduced to the presence of advice or supervision alone. Their significance depends on how consistently educational personnel communicate expectations, how students receive and interpret guidance, and whether the surrounding environment supports sustained disciplinary behavior. By combining Ibn Sina's perspective on persuasion with Lickona's character education framework, the study offers a way to analyze the relationship between the process of guidance and the intended development of moral understanding, commitment, and action (Brundrett et al., 2006).

Several limitations should be considered when interpreting these findings. The evidence presented is primarily qualitative and relies on informants' accounts and observations, so it cannot establish the independent causal effect of the persuasive approach or quantify differences in effectiveness between the two institutions. The findings also do not establish that all students have internalized disciplinary values to the same extent. Future studies could use longitudinal observations, comparable indicators of disciplinary behavior, and

additional student perspectives to investigate whether reported improvements are sustained and how they relate to self-regulation and personal responsibility. Such research would help clarify the conditions under which persuasive guidance contributes to lasting disciplinary character across different educational settings.

5. Conclusion

The findings of this study indicate that the implementation of persuasive approaches to developing students' disciplinary character at MTs Jamilurrahman Yogyakarta and Salafiyah Wustha Islamic Centre Bin Baz Yogyakarta involved advice, motivation, educator role modeling, interpersonal communication, habituation, supervision, and follow-up guidance for disciplinary violations. However, the two institutions demonstrated different patterns of implementation according to their educational environments. MTs Jamilurrahman emphasized individualized guidance through attendance monitoring, evaluation of repeated violations, and parental involvement in particular cases. In contrast, Salafiyah Wustha Islamic Centre Bin Baz emphasized coordinated guidance and supervision involving teachers, caregivers, dormitory supervisors, and the security department (*qism keamanan*). The principal novelty of this study lies in identifying these two distinct institutional patterns of persuasive discipline-building: an individualized guidance pattern and an institutionally coordinated pesantren-based pattern. This distinction demonstrates that the implementation of persuasive approaches is shaped not only by the principles of advice, motivation, and role modeling but also by how disciplinary guidance is organized within different educational settings.

The implementation of persuasive approaches was associated with positive developments in students' disciplinary behavior, as reported by research informants, particularly in punctuality, compliance with institutional regulations, and participation in daily educational activities. At MTs Jamilurrahman, reported developments included improved attendance discipline and efforts to maintain student order through monitoring and follow-up guidance. At Salafiyah Wustha Islamic Centre Bin Baz, informants reported improvements in some students' discipline following advice, warnings, and motivation. Nevertheless, these developments were not uniform, and some students continued to require repeated guidance and supervision. The findings therefore suggest that observable compliance with institutional regulations does not necessarily indicate the full internalization of disciplinary values as independent and consistent personal commitments. The comparison does not establish that one institution is more effective than the other; rather, it highlights how different institutional mechanisms can support disciplinary development while responding to students' varying needs and behavioral characteristics.

The supporting and inhibiting factors were associated with educators' conduct, interpersonal relationships, institutional coordination, individual student characteristics, and the surrounding social environment. Supporting factors included educator role modeling, constructive communication, continuous guidance, coordinated supervision, and family involvement, whereas inhibiting factors included differences in students' maturity and self-awareness, peer influence, low motivation, emotional adjustment, and the need for repeated guidance. The theoretical contribution of this study lies in integrating Ibn Sina's perspective on persuasion with Thomas Lickona's character education framework to explain the

relationship between interpersonal guidance, institutional practices, and the development of disciplinary character. This integration provides an interpretive basis for understanding how persuasive educational practices may support the development of moral knowing, moral feeling, and moral action within different institutional contexts. Ultimately, sustainable disciplinary development requires consistency between educational messages, educators' behavior, institutional practices, and family support. Therefore, the development of students' disciplinary character should be evaluated not only through observable order and compliance with rules but also through growing awareness, personal responsibility, and consistency in applying disciplinary values in everyday life.

Declarations

Author Contribution Statement

Hilalludin contributed to the conceptualization, research design, data collection, data analysis, and preparation of the original manuscript. Ahmad Salim contributed to the development of the theoretical framework, interpretation of the findings, and critical revision of the manuscript. Both authors reviewed and approved the final version of the manuscript.

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Data Availability Statement

The data supporting the findings of this study are available from the corresponding author, Hilalludin, upon reasonable request. The data are not publicly available because they contain interview information that may compromise the privacy and confidentiality of the research participants.

Declaration of Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

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