

An Analysis of Teachers' Roles in Enhancing Students' Discipline in Teaching and Learning Activities

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ABSTRACT

This study aims to analyze the role of teachers in enhancing students' discipline during the teaching and learning process. The research employs a qualitative approach with a descriptive method to illustrate how teachers perform their roles and implement strategies in shaping students' disciplinary behavior. Data were collected through observation, interviews, and documentation, and subsequently analyzed using content analysis techniques. The findings indicate that students' discipline is developed through several strategies, including guidance, habituation, teacher role modeling, and the application of educational sanctions. Teachers play a crucial role in fostering students' self-awareness by explaining the importance of discipline, providing character education, and regulating student behavior. Nevertheless, some students were still found to be inconsistent in completing assignments and complying with classroom rules. The discussion reveals that students' disciplinary motivation arises from both intrinsic awareness and extrinsic factors, particularly fear of punishment. Teacher strategies oriented toward dialogue, exemplary behavior, and support from the head of the madrasah contribute significantly to the creation of an orderly and conducive learning environment. In conclusion, the success of discipline formation largely depends on the synergy between teacher strategies, exemplary conduct, student participation, and support from the school principal. A consistent and dialogical approach has proven effective in establishing a more stable and productive culture of discipline in the classroom.

1. INTRODUCTION

Education plays a crucial role in the development and enhancement of human resources. Therefore, through education, it is expected that high-quality future generations will be produced generations that are capable of adapting to social life within the context of society, nationhood, and statehood.

According to Sahal Mahfud, education is essentially a conscious effort aimed at shaping character and behavior in a systematic, planned, and purposeful manner. Education constitutes a deliberate endeavor to realize the transmission of culture from one generation to the next. Driyarkara defines education as an effort to humanize adolescents or to elevate them to a higher level of humanity. According to Driyarkara, these two activities represent fundamental actions. This implies that education is an activity capable of transforming and influencing the lives of individuals, both learners and educators.

At present, Indonesian students frequently arrive late at school, fail to attend classes punctually, and neglect to complete their homework assignments. To prevent the persistence of such behaviors, both innovation and motivation are required. One essential approach is the cultivation of discipline from an early age. Numerous cases indicate that children, adolescents, and adults have experienced moral crises; therefore, strengthening character education has become a top priority. Character education plays a crucial role in human development. Among various positive character traits, discipline is fundamental, as it serves as the cornerstone for the development of other constructive personal qualities (Hasan & Ulfa, 2021).

Discipline is a fundamental element in creating an orderly, effective, and conducive learning environment. Through discipline, students learn to value time, comply with regulations, and take responsibility for their duties and obligations as learners. Student discipline also plays a crucial role in influencing their academic, social, and personal achievements. Furthermore, discipline enables students to understand and appreciate what is expected of them in the learning process. Learning discipline helps students regulate their behavior and comprehend the rules and procedures that have been established in order to achieve their educational goals.

In addition to discipline, teachers serve as primary role models for students and hold a significant role in shaping their character and personality, while also making substantial contributions to supporting students' overall development (Briliantara & Salim, 2024). According to Wahjosumidjo, a teacher is a professional individual who serves as a functional educator and bears responsibility for leading the learning process for students. Within this process, an interactive relationship is established between the teacher, who delivers instructional content, and the students, who receive and engage with the learning material (Ismi Khairani et al., 2025).

Teachers play a crucial role in educating students to fulfill their duties and responsibilities, not only at school but also at home and within their broader social environment. They are also responsible for fostering discipline as a means of shaping positive behavior. Teachers function not merely as instructors, but also as role models and mentors who provide concrete examples of disciplined conduct. Efforts to enhance students' discipline can be implemented through various strategies, including the enforcement of classroom rules, the provision of motivation, personalized approaches, as well as the application of educational rewards and sanctions.

However, in practice, numerous issues related to student discipline are still evident, particularly at the elementary school level. Some students frequently arrive late, fail to complete assignments on time, pay insufficient attention during lessons, and are unable to maintain order in the classroom. These conditions indicate that students' discipline still requires improvement through effective approaches and strategies implemented by teachers.

Grades IV and V represent a crucial stage in children's development, as at this age students begin to establish learning habits and develop a sense of responsibility toward themselves and the school environment. Therefore, an analysis of the teacher's role in enhancing student discipline at this level is essential. Through this analysis, it is expected that insights can be gained into the strategies employed by teachers in instilling disciplinary values, the challenges encountered, and the efforts undertaken to create an orderly and productive learning atmosphere. Based on the above description, the researcher is interested in conducting a study entitled "An Analysis of Teachers' Roles in Improving Student Discipline in Teaching and Learning Activities in Grades IV and V."

A study conducted by Gurita Arum Sari entitled The Impact of the Online Teaching and Learning System (KBM) Due to COVID-19 on Students explains that online learning has several weaknesses, including the need for adequate infrastructure to access internet networks, relatively high costs, and various other obstacles that cause communication via the internet to be slow. Meanwhile, research conducted by Erikka Rianti and Dea Mustika entitled The Role of Teachers in Fostering Students' Disciplinary Character focuses on four teacher roles, namely the role of teachers as educators, mentors, trainers, and evaluators (Rianti & Mustika, 2023). Furthermore, research conducted by Hasan Bisri and Maria Ulfa, as presented in the journal The Role of Teachers in Shaping Students' Disciplinary Character in Madrasah Ibtidaiyah, indicates that the teacher's role as an educator involves assigning tasks to students and requiring them to complete these tasks in a timely manner. In

addition, the teacher's role as an educator also includes imposing sanctions on students who violate established rules (Hasan, & Ulfa, 2021). Furthermore, according to Ariyanto Nggilu and Yasrin A. Abas in their journal The Role of Teachers in Shaping Students' Disciplinary Character, disciplinary character encompasses punctuality in completing tasks as well as responsibility in fulfilling one's duties as a student (Hasan & Ulfa, 2021).

MI Manba'ul Hasanah was selected as the research site due to its distinctive learning system, which emphasizes the cultivation of disciplinary values. However, based on preliminary observations, students' discipline has not yet reached an optimal level. This condition renders the institution particularly relevant for examining the extent to which teachers' roles contribute to the improvement of students' discipline. Therefore, this study places a strong emphasis on teachers as role models, facilitators of self-awareness, mentors, and agents capable of establishing interactive and dialogical relationships with learners.

This study aims to identify and describe the efforts undertaken by teachers to enhance the disciplinary behavior of fourth- and fifth-grade students at MI Manba'ul Hasanah in the 2025/2026 academic year. These efforts include approaches to fostering disciplined behavior as well as the strategies employed to instill disciplinary values throughout the teaching and learning process. In addition, the study focuses on identifying various obstacles encountered by teachers in implementing disciplinary guidance within the school environment. It also seeks to examine the forms of exemplary conduct and guidance provided by teachers in shaping students' disciplinary behavior, with the ultimate goal of creating an orderly, conducive, and productive learning atmosphere.

2. METHODS

This study employs a qualitative approach using a descriptive method. According to Sugiyono, in qualitative research the primary research instrument is the researcher themselves. However, once the research focus becomes clearly defined, it is possible to develop simple research instruments, which are expected to complement the data and enable comparison with data obtained through observation and interviews (Sugiyono, 2017). This approach was selected because the study focuses on gaining an in-depth understanding of social phenomena in their natural context, specifically examining the role of teachers in enhancing student discipline in Grades IV and V. A descriptive method was employed to systematically and factually describe the strategies, challenges, and forms of teacher role modeling in instilling discipline among students during the teaching and learning process. By using this type of research, the researcher was able to conduct an in-depth investigation by directly entering the research site and carrying out more detailed observations to obtain data on how teachers shape the disciplinary character of Grade IV and V students. The research was conducted at MI Manba'ul Hasanah.

The subjects of this study included teachers and students of MI Manba'ul Hasanah in the 2025/2026 academic year. The research sample was selected using a purposive sampling technique, namely the deliberate selection of participants based on their relevance to the research objectives. This technique resulted in a sample consisting of fourth- and fifth-grade teachers as the primary informants, several students from both classes as supporting respondents, and the head of the madrasah as an additional informant to strengthen data related to disciplinary policies. This focused sampling strategy enabled the researcher to obtain data that were more in-depth, contextual, and closely aligned with the phenomena under investigation. To obtain accurate and comprehensive data, the researcher employed three data collection techniques.

Observation is a data collection process conducted through systematic monitoring of specific behaviors, events, or conditions. In this study, observation was carried out to identify the conditions of teachers and students in Grades IV and V at MI Manba'ul Hasanah. The observation was conducted directly within the madrasah environment to examine students' disciplinary behavior, the implementation of institutional rules, and teachers' exemplary conduct during the teaching and learning process. This observation provided factual data regarding classroom atmosphere, teacher-student interactions, and the enforcement of school regulations.

Interviews are a data collection technique conducted through direct communication with respondents in order to obtain in-depth information. In this study, interview instruments were employed to gather information regarding discipline and the approaches implemented by both teachers and students in Grades IV and V at MI Manba'ul Hasanah. The interviews were conducted using a semi-structured format involving Grade IV and V teachers, the head of the madrasah, and several students. The purpose of these interviews was to explore teachers' strategies in fostering discipline, the challenges encountered in the process, and students' responses to the guidance and disciplinary practices implemented by the teacher

Documentation refers to the process of collecting data through written documents, images, photographs, archives, records, reports, or other written materials related to the object of the research. This technique is employed to complement the results of observations and interviews. The data are obtained from school records such as student attendance lists, class schedules, school regulations, as well as photographic documentation of teaching and learning activities that reflect the implementation of discipline. The data gathered from interviews, observations, and documentation are then analyzed using qualitative descriptive analysis.

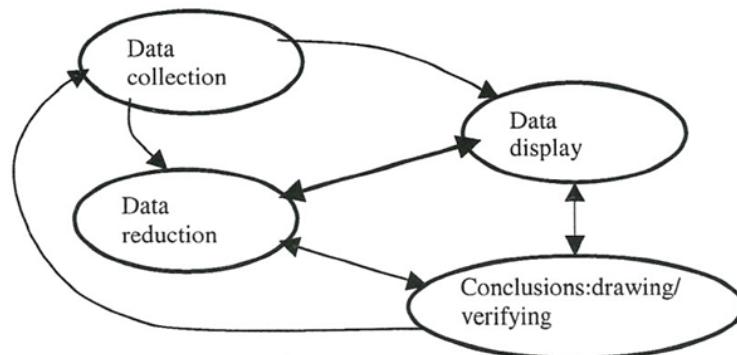


Figure 1. Methods

Data reduction in this study refers to the process of selecting, filtering, and focusing on information that is genuinely relevant to the research focus, namely the role of teachers in enhancing students' discipline in Grade IV and V classrooms. All data obtained from interviews, observations, and documentation were carefully selected and summarized so that only information related to teachers' strategies for instilling discipline, the challenges encountered, and the forms of guidance implemented was retained. This stage enables the researcher to identify and understand important patterns or themes emerging from the field in a more focused and systematic manner.

Data Presentation is the stage of organizing the results of data reduction into well-structured, coherent, and analytically accessible narrative paragraphs. The selected

information is then arranged in the form of descriptive exposition, allowing the relationships among findings to be clearly identified. Through this presentation, a comprehensive understanding of teachers' practices in fostering discipline, students' responses, and classroom conditions can be achieved without losing the context of the research.

Conclusion Drawing and Verification is the stage at which the researcher interprets the entirety of the findings to produce a comprehensive understanding of the role of teachers' understanding in enhancing student discipline. Through an in-depth examination of the emerging patterns, the researcher formulates the core conclusions of the study, encompassing the effectiveness of the approaches, teachers' strategies, supporting factors, obstacles encountered, as well as their implications for the development of student discipline at MI Manba'ul Hasanah.

3. RESULTS AND DISCUSSION

Based on the results of observations and interviews with Grade IV and V teachers, the form of discipline applied to students emphasizes the development of positive attitudes and behaviors in their daily school life. The teachers explained that the discipline implemented includes self-regulation in maintaining appropriate conduct, encompassing speech (verbal behavior), actions (physical behavior), and general demeanor, as well as maintaining personal hygiene and cleanliness of the classroom and school environment. In addition, discipline is manifested through punctuality in attending school and participating in teaching and learning activities. Nevertheless, the teachers also revealed that some students still demonstrate a lack of responsibility toward assigned tasks. This is evident in their tendency to procrastinate or fail to complete schoolwork on time. Therefore, the implementation of discipline in Grade IV is not solely focused on physical aspects such as attendance and orderliness, but is also directed toward character formation and the development of individual responsibility for students' learning obligations.

The teacher's approach to instilling discipline in students begins with providing guidance and clearly explaining the importance of discipline, while simultaneously adapting the approach to the students' developmental stage as they enter puberty. At this phase, greater emphasis is placed on self-reflection as a fundamental basis for the formation of disciplined behavior. The teacher seeks to cultivate students' personal awareness so that they are able to understand and regulate their own behavior independently, without the need for constant reminders or strict supervision. According to the teacher, this approach is more effective than repeatedly reprimanding or "chasing" students whenever violations occur, as

children at this age are beginning to learn to recognize responsibility and the consequences of their actions. Consequently, the strategy for instilling discipline is focused on fostering internal awareness and students' independence in applying disciplinary values in their daily lives.

The strategies employed to foster disciplinary attitudes among students are implemented through participatory approaches and habituation. Prior to the commencement of learning activities, teachers consistently ask students whether they are ready to engage in the lesson. This practice aims to cultivate a sense of responsibility and mental preparedness for learning. However, if students who have declared their readiness subsequently violate classroom rules such as engaging in side conversations or failing to pay attention teachers impose sanctions or disciplinary measures in accordance with the mutual agreements established within the classroom. This strategy is considered effective because it directly involves students in the formulation and enforcement of rules, thereby enabling them to understand the consequences of their actions and to develop self-awareness and autonomy in maintaining discipline.

Role modeling constitutes a primary aspect in fostering students' discipline. Teachers emphasize that disciplinary values must first be internalized by educators before being instilled in students. Therefore, teachers strive to demonstrate disciplined attitudes through their daily behavior as a form of self-reflection. Examples of role modeling include consistently arriving at school on time, avoiding tardiness, and maintaining appropriate conduct during activities, such as refraining from talking during prayers, not eating during instructional time, and teaching students to ask for permission when they need to leave the classroom. Through this tangible form of role modeling, teachers expect students to emulate and internalize disciplinary values, as children tend to learn more effectively from what they observe rather than solely from what they hear. Consequently, teachers' role modeling serves as a crucial foundation for the development of disciplined character within the classroom.

The primary obstacle encountered in enforcing classroom discipline is the diversity of students' individual characteristics. Teachers report that each student possesses a distinct personality and a varying level of understanding of the rules in force. Some students are able to comprehend and comply with regulations immediately after receiving explanations, whereas others tend to be indifferent or show a lack of concern for the guidance provided, such as failing to pay attention when the teacher is explaining the lesson. This situation requires teachers to demonstrate greater patience and creativity in responding to the wide range of student characteristics. Teachers must be capable of identifying appropriate

approaches or suitable “entry points” for students who struggle to grasp the concept of discipline, so that they can be guided effectively without feeling pressured. Consequently, in enforcing discipline, teachers function not merely as enforcers of rules but also as educators who recognize and understand the individual differences among their students.

The approach employed to address students who violate school regulations or display a lack of discipline begins with first inquiring into the underlying reasons for the misconduct. Teachers seek to understand the students’ circumstances before imposing any further measures, ensuring that disciplinary enforcement is carried out fairly and serves an educational purpose through the application of constructive sanctions. Teachers emphasize that the punishments administered are not punitive or harsh in nature; rather, they are designed to be beneficial and to foster a sense of responsibility within students. For instance, students who breach school rules may be required to increase the number of rak‘ahs performed during Duha prayer, collect scattered litter within the school environment, or clean and maintain school toilets. Although some students perceive these sanctions as tedious, teachers consider this approach effective in cultivating awareness and responsibility through practical actions. Consequently, the sanctions imposed do not merely function as deterrents but also educate students to become more disciplined, environmentally conscious, and capable of understanding the significance of responsibility in their daily lives.

Furthermore, to support and reinforce students’ disciplinary behavior, teachers provide forms of recognition in the form of praise, prayers, and positive affirmations, both verbally and in writing. Expressions such as “you are great” or “well done” are conveyed directly to students or written in their notebooks as a form of appreciation for the discipline and positive behavior they demonstrate. The provision of such rewards is intended to motivate students to consistently maintain disciplined attitudes, while also fostering self-confidence and a strong enthusiasm for learning. Thus, the combination of rule enforcement and the provision of rewards constitutes an effective strategy for shaping students’ disciplinary character in the classroom (Fikri et al., 2024).

Based on the results of interviews with the school principal, it is evident that efforts to cultivate students’ discipline begin with the implementation of school regulations mutually agreed upon by teachers and students. The principal emphasized that teachers must demonstrate strong professional qualities, as they serve as role models for students. Teachers’ attitudes, behaviors, and level of discipline function as tangible examples that are likely to be emulated by students. Therefore, teachers are expected to play an active and

proactive role in establishing dynamic relationships with students, including habituating students to arrive at school earlier as part of instilling disciplinary character from an early stage.

Furthermore, the principal emphasized the importance of enhancing teachers' competencies in the modern era and in response to digitalization. Teachers are expected to participate in various training programs and professional development activities to broaden their understanding of educational strategies that are relevant to contemporary demands. Through such training, teachers can adapt more innovative and effective instructional methods for instilling the value of discipline. Consequently, the synergy between teachers' exemplary behavior, the consistent implementation of school regulations, and the continuous improvement of professional competence is believed to be capable of fostering a strong culture of discipline within the school environment.

The results of interviews with fourth- and fifth-grade students indicate that they perceive discipline as the ability to comply with school rules, which is reflected in concrete behaviors such as arriving on time, disposing of waste properly, maintaining classroom cleanliness, completing assignments, and adhering to mutually agreed-upon regulations. The students also understand that fairness in discipline implies that every violation is subject to consequences in accordance with classroom agreements, without discrimination regarding the offender. Nevertheless, the interviews reveal differences in students' motivation to behave in a disciplined manner: some students comply out of fear of punishment, while others demonstrate obedience as a form of awareness that discipline is an essential value that must be upheld for the collective good. These differing motivations illustrate that the internalization of disciplinary values among students is still developing and requires consistent and educative guidance.

The research findings indicate that student discipline in Grades IV and V at MI Manba'ul Hasanah is cultivated through various aspects of daily behavior, such as punctual attendance at school, maintaining environmental cleanliness, complying with classroom regulations, and completing assignments on time. Teachers instill the value of discipline not only through the enforcement of rules but also through character formation and the development of self-control. These findings suggest that discipline is understood as a combination of observable behaviors and mental attitudes that reflect individual responsibility in the learning process. However, the study also reveals that some students remain inconsistent in fulfilling their obligations, particularly with regard to completing school assignments. This condition indicates that the internalization of disciplinary values

among students has not yet reached full stability and therefore requires continuous guidance and reinforcement.

The presence of teachers plays a crucial role in determining the success or failure of character education in schools, as it constitutes an integral component of the broader context of character education itself. If educators aim to foster positive character traits in students, they must possess essential competencies, including the ability to shape good character through their own personal example. Therefore, it is imperative to enforce disciplinary measures for students who fail to comply with established school regulations so that they can achieve academic success and excel in the learning process. Moreover, the implementation of discipline is indispensable to character education, as it originates from within the individual and is also influenced by environmental norms, particularly in the case of students (Bisri & Ulfa, 2021).

According to Mannan (2017), a guidance-based approach should foster students' awareness of the importance of complying with regulations and improving their attitudes. Furthermore, well-established classroom discipline indicates that teachers are capable of effectively addressing emerging problems. In addition, Sari (2016) explains that guidance can also be understood as support provided by individuals or groups through structured guidance materials, with the aim of enhancing abilities in order to achieve the desired outcomes (Darsiah, 2020).

The strategies employed by teachers to instill discipline are predominantly characterized by directive guidance, habituation, and the cultivation of self-awareness. Teachers explain the importance of discipline in accordance with students' psychological developmental stages as they begin to enter puberty; therefore, the approaches adopted place greater emphasis on internal awareness rather than mere external control. Teachers consistently encourage students to reflect on their behavior and to understand the consequences of each violation. In addition, teachers involve students in the formulation of classroom rules and the implementation of sanctions, thereby providing opportunities for students to develop a sense of ownership and responsibility toward the established regulations. This participatory approach contributes to the development of students' mental readiness prior to the learning process and promotes discipline that emerges from personal awareness.

Imron (2011) states that student discipline is an orderly attitude inherent in learners at school, manifested in behavior that does not cause harm either to themselves or to the educational institution as a whole. One way students demonstrate discipline whether at

school, at home, or in their surrounding environment is by showing responsibility in learning. According to Zubaedi (2011: 76), responsibility is defined as an individual's attitude and behavior in carrying out duties and obligations toward oneself, society, nature, the state, and God Almighty. The learning process, as described by Hamalik (2009: 154), is a relatively stable change in behavior resulting from practice and experience. Sardiman (2011: 20) argues that learning is a transformation of behavior or performance through various activities such as reading, observing, listening, and other related actions.

Learning responsibility is a process in which individuals directly engage with learning objects and their environment through the use of all sensory faculties within formal school education, leading to behavioral changes manifested in knowledge acquisition, modes of thinking, skills, attitudes, and values, as well as a readiness to accept all consequences of the learning process with awareness, willingness, a sense of ownership, and discipline in mastering scientific knowledge (Endriani & Iman, 2022).

The research findings also indicate that teacher role modeling constitutes a key factor in shaping students' discipline. Teachers consistently demonstrate disciplined behavior through concrete actions, such as arriving punctually, complying with school regulations, maintaining appropriate conduct during learning activities, and exemplifying polite behavior and effective time management. This role modeling serves as a behavioral reference that students tend to emulate, given that their developmental stage is still strongly influenced by figures they perceive as significant. In addition, teachers implement educational sanctions for students who violate school rules, such as cleaning the classroom, collecting litter, or performing additional units of the Dhuha prayer. Although some students perceive these sanctions as monotonous, this approach remains effective because it incorporates educational values that foster a sense of responsibility.

Educators play a crucial role in students' moral development; therefore, it is essential for teachers to understand students' psychological conditions. A teacher's role modeling, character, and authority can influence the development of students' personalities and traits, either positively or negatively. Teachers must provide positive examples for students, as within the teaching and learning process, they are the primary figures who interact directly with them (Apriyani et al., 2025). The quality of a teacher's character can have a significant impact on students; consequently, teachers should possess noble character traits that can be emulated by students, as this serves as an important indicator of students' success in the learning process.

Thus, a teacher's attitude and character play a crucial role. If students hold negative perceptions of a teacher's character, this may hinder the teaching and learning process and negatively affect students' academic achievement and learning outcomes, preventing them from reaching their full potential (Arfandi, 2021). The discussion also reveals that students' motivation to comply with disciplinary rules remains divided into two categories: compliance based on personal awareness and compliance driven by fear of punishment. This indicates that the process of discipline formation has not yet been fully grounded in intrinsic values, thereby necessitating continuous and systematic reinforcement of character education. In addition to imposing sanctions, teachers also provide positive reinforcement in the form of praise and affirmations to strengthen students' positive behaviors (Maftuhah, 2019). Support from the school principal such as emphasizing the importance of school regulations, enhancing teachers' professional competence, and strengthening educators' role modeling also plays a significant role in creating a conducive learning environment. Overall, the findings of the study confirm that student discipline can be optimally developed when teachers' strategies, exemplary conduct, student participation, and institutional support operate synergistically and consistently.

4. CONCLUSION

This study demonstrates that the role of teachers has a highly significant influence on improving the discipline of fourth- and fifth-grade students at MI Manba'ul Hasanah. Through the implementation of strategies such as guidance, habituation, role modeling, and the application of educationally oriented sanctions, teachers are able to instill disciplinary values related to responsibility, orderly behavior, and self-control. However, students' discipline has not yet reached full stability, as inconsistent behaviors are still observed, particularly in completing assignments on time and complying with classroom regulations. This condition underscores the importance of a continuous and sustained guidance process that is adapted to the students' psychological development.

Furthermore, the research findings indicate that students' disciplinary motivation arises from two primary sources: intrinsic awareness and fear of sanctions. Teachers' exemplary behavior is proven to be the most influential factor in shaping students' disciplinary conduct, supported by the implementation of clear rules and the role of the head of the madrasah in reinforcing an orderly school culture. Therefore, the success of fostering

student discipline depends on the synergy between teachers' strategies, student participation, and institutional support.

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