

## The Role of Teachers in Improving Student Discipline Development

**Maswandi**, Institut Agama Islam Negeri Bone, Indonesia\*

**Jumardi**, Institut Agama Islam Negeri Bone, Indonesia

**Samsul**, Institut Agama Islam Negeri Bone, Indonesia

**Hasbullah**, Institut Agama Islam Negeri Bone, Indonesia

### Abstract

The role of teachers is pivotal in shaping student discipline and fostering character development within the school environment. This study investigates the strategies employed by teachers at MTs Ar-Raihan Lattekko in enhancing the discipline of ninth-grade students. Utilizing a qualitative descriptive approach, data were collected through observation, interviews, and documentation. The findings reveal that teachers enact twelve key roles in discipline development, including acting as organizers, informants, class managers, demonstrators, mediators, facilitators, motivators, inspirators, initiators, evaluators, climatologists, and culminators. These roles are reflected through structured classroom management, daily behavioral guidance, provision of role models, motivation, and reward systems. Discipline techniques applied are rooted in democratic values, emphasizing preventive and supportive actions rather than punitive measures. This research highlights the effectiveness of teacher-led discipline strategies in shaping responsible student behavior, offering valuable insights for educational institutions seeking to strengthen character education.

**Keywords:** teacher role, student discipline, qualitative approach

### \* Corresponding Author:

Maswandi,

Institut Agama Islam Negeri Bone

Jln. Hos. Cokro Aminoto Kecamatan Tanete Riattang Barat, Kabupaten Bone, Sulawesi Selatan

Email: [maswandi201@gmail.com](mailto:maswandi201@gmail.com)

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## **INTRODUCTION**

The quality of education is no longer measured solely by academic performance but also by how effectively it cultivates character and moral values in students (Syafri, 2012). In the Indonesian education system, a major concern arises from the increasing number of students who exhibit poor discipline and weak moral foundations. This condition is believed to contribute significantly to ethical lapses in adulthood, including unprofessional conduct and corruption in various sectors (Arifin, 2003).

Teachers serve as the backbone of the education system, playing a central role in shaping students' character. Their influence extends far beyond delivering subject matter; they are expected to embody and transmit values through both instruction and personal example (Afriza, 2014). A teacher's competence, consistency, and leadership significantly influence the behavioral outcomes of students (Ali & Khalilah, 2021).

Discipline in education refers to the internalization of behavioral norms that align with institutional expectations, fostering order and self-control among students. In this framework, disciplined behavior includes punctuality, adherence to dress codes, classroom attentiveness, respect for peers and teachers, and personal hygiene (Rohman, 2018). The cultivation of such behavior is often a result of deliberate educational efforts, particularly by teachers.

At MTs Ar-Raihan Lattekko, early field observations suggest that students demonstrate a relatively high level of discipline. Indicators include regular attendance, well-maintained uniforms, proper classroom conduct, and respect for religious and environmental responsibilities. This behavioral consistency suggests the presence of structured interventions led by teachers.

Teachers at the school assume a variety of roles in discipline development. As classroom managers and academic organizers, they are responsible for setting behavioral expectations, establishing routines, and maintaining a structured environment conducive to learning (Dwiyama, 2018). Visual aids such as classroom rules and the use of consistent verbal reinforcement are some of the tools utilized to promote positive behavior.

Furthermore, teachers serve as demonstrators and motivators, using their own behavior as a standard for students to emulate. The presence of teachers who model appropriate dress, time management, and respectful communication has been shown to improve student conduct and engagement (Elizabeth, 2009). This modeling effect is particularly influential in settings where home environments may not provide similar behavioral guidance.

Evaluation also plays a significant role in the disciplinary framework. Teachers continuously assess student behavior and provide feedback, both formally through recognition programs and informally through daily reminders. Positive reinforcement, such as acknowledgment of “model students,” is applied to encourage consistency in discipline (Sahertian, 2000). This approach aligns with the principles of behaviorist learning theories, emphasizing reinforcement over punishment.

Importantly, discipline at MTs Lattekko is approached through democratic and humane methods. Teachers involve students in discussions about rules, giving them opportunities to voice their perspectives while still holding them accountable. This promotes not only understanding but also a sense of ownership over personal conduct (Elizabeth, 2009). Such approaches reflect a shift from authoritarian models of discipline to more participatory and empathetic pedagogies.

In light of these observations, this study explores the specific strategies and roles adopted by teachers at MTs Ar-Raihan Lattekko in fostering student discipline. Understanding these roles in depth can offer valuable insights into how schools might strengthen discipline as a foundation for holistic student development.

## **METHOD**

This study employed a qualitative descriptive approach to explore the role of teachers in fostering student discipline at MTs Ar-Raihan Lattekko, Bone Regency, Indonesia. Qualitative research was selected because it enables in-depth analysis of natural settings where phenomena occur, without manipulation from the researcher. The descriptive nature of this study aimed to provide a detailed and contextualized understanding of the behaviors, perceptions, and strategies used by teachers in managing and promoting student discipline.

Data were collected through three primary techniques: observation, interviews, and documentation. Observations were conducted in classroom and school environments to identify patterns of teacher-student interactions and the implementation of disciplinary procedures. Semi-structured interviews were conducted with purposively selected participants, including vice principals, homeroom teachers of grade IX, and subject teachers in Islamic ethics (Aqidah Akhlaq). These individuals were selected based on their close involvement with student management and character formation, ensuring rich and relevant data.

The data analysis followed the Miles and Huberman model, consisting of data reduction, data display, and conclusion drawing. First, the collected data were condensed by selecting relevant information. Then, the information was organized into categories and themes, which were visually displayed for interpretation. Finally, the findings were verified and conclusions were drawn to explain the various teacher roles in shaping student discipline. This rigorous method ensured that the results were credible, meaningful, and aligned with the study's objectives.

## **RESULTS AND DISCUSSION**

### **Results**

The findings of this study indicate that the role of teachers in shaping student discipline at MTs Ar-Raihan Lattekko is both comprehensive and strategic. Teachers adopt multiple functions that collectively contribute to a positive change in student behavior. One of the primary roles is as organizers, where teachers are actively involved in formulating and enforcing school regulations. These rules are not only displayed visibly in classrooms and administrative areas but also reiterated regularly through verbal communication and monitoring.

As informants, teachers ensure that students are constantly made aware of the behavioral expectations established by the school. During school assemblies, class transitions, and daily routines, teachers remind students about punctuality, proper dress codes, and respectful conduct. This consistent reinforcement allows students to internalize expected behaviors and practice them routinely in school life.

Teachers also act as classroom managers by creating structured and conducive learning environments. They establish daily routines, assign classroom duties, and ensure that cleanliness and order are maintained. Through these managerial efforts, students are encouraged to develop self-discipline and accountability. The regular implementation of classroom schedules and the enforcement of rotating cleaning duties were observed as effective in cultivating responsible habits among students.

Furthermore, teachers take on the role of demonstrators and role models. Their personal appearance, punctuality, and manner of speech serve as behavioral templates for students. Teachers who consistently wear proper attire and display professional demeanor inspire students to emulate similar standards. This modeling effect proves especially influential in reinforcing discipline-related expectations among students.

As mediators and climatologists, teachers play a central role in fostering a supportive and respectful school climate. When disciplinary issues arise, teachers are seen initiating discussions with students, identifying underlying issues, and providing constructive feedback rather than punitive responses. This approach builds trust and encourages students to reflect on and improve their behavior willingly.

In their capacity as motivators and inspirators, teachers provide both emotional and moral support to students. Teachers at MTs Lattekko frequently deliver motivational talks and spiritual guidance during school routines, emphasizing the importance of self-discipline and integrity. They also provide positive reinforcement through praise and recognition of good behavior, which in turn boosts students' self-esteem and motivation to comply with school rules.

The school also utilizes a system of periodic evaluation to assess student discipline. Teachers participate in reviewing student conduct through observational records and formal evaluations at the end of the academic term. Exemplary students are recognized during report card distribution, receiving verbal acknowledgment and token awards. This reward system serves to reinforce desirable behavior and sets an example for other students to follow.

From a disciplinary strategy perspective, the approach employed at MTs Lattekko aligns with democratic and educational values. Rather than relying on authoritarian or punitive measures, the school promotes participatory and dialogical methods. When

violations occur, students are invited to explain their reasoning, reflect on their actions, and collaboratively find solutions. Teachers serve as facilitators in this process, fostering both moral and behavioral development.

Overall, the findings highlight that the multifaceted role of teachers encompassing instructional, managerial, motivational, and evaluative dimensions is essential in the successful development of student discipline. The collaborative, consistent, and empathetic approach adopted by teachers at MTs Ar-Raihan Lattekko significantly contributes to the positive behavioral transformation observed in their students.

## **Discussion**

The findings of this study reveal that teachers at MTs Ar-Raihan Lattekko fulfill various critical roles that directly influence the discipline of students. These roles, which include being organizers, informants, managers, and motivators, are aligned with the broader framework of effective character education. According to Arifin (2003), Islamic education emphasizes forming individuals with moral and ethical character, and teachers are central to achieving this goal.

One significant factor in discipline development is the presence of clear rules and consistency in their enforcement. Teachers actively disseminate and uphold school regulations, both in physical form such as posted rules and through verbal reinforcement. This is in line with Afriza (2014), who stated that effective classroom management involves structured rule systems and active teacher monitoring to foster a conducive learning environment.

Modeling behavior is also a key strategy employed by teachers. Through their attire, punctuality, and daily habits, teachers demonstrate expected conduct, which students are encouraged to follow. This supports the findings of Elizabeth (2009), who emphasized the role of teachers as role models, stating that student behavior is significantly influenced by what they observe in their educators.

The teachers' approach to discipline is notably non-authoritarian. Instead of punitive measures, they favor persuasive communication and moral reasoning. This democratic style of discipline aligns with Sahertian's (2000) view that discipline should be educational, not

repressive, and that students should be guided rather than coerced into behaving appropriately.

Another important aspect uncovered is the motivational role of teachers. Beyond reminding students of the rules, they actively inspire positive behavior through encouragement, rewards, and recognition. Syafri (2012) notes that character education must be infused with motivational elements to foster internal growth and student ownership of behavior. The recognition of model students at MTs Lattekko exemplifies how motivational strategies can reinforce discipline.

Evaluation is integral to maintaining and improving discipline. Teachers regularly assess student conduct and provide feedback, which helps track progress and identify areas for improvement. This aligns with the function of teachers as evaluators, as discussed by Ali and Khalilah (2021), who argue that continuous assessment is vital for ensuring the effectiveness of educational interventions, including those related to student behavior.

Importantly, discipline at MTs Lattekko is treated as a developmental process rather than a set of punishable infractions. Teachers engage students in discussions about their behavior, offer second chances, and emphasize self-correction. This approach supports the principle of “help for self-help” proposed by Rohman (2018), which suggests that the goal of discipline is to foster self-regulation and personal growth, not mere compliance.

The democratic climate in which discipline is cultivated at MTs Lattekko has broader implications for educational policy and practice. The participatory strategies used by teachers show that students respond better to approaches that value their autonomy and involve them in decision-making. Dwiyama (2018) stresses that school management based on inclusive and participative leadership fosters stronger student commitment and better outcomes.

In summary, the study confirms that the teacher's multifaceted roles are indispensable in instilling discipline in students. The combination of organization, modeling, motivation, and evaluation executed with empathy and consistency proves to be effective in shaping students' ethical behavior. The findings provide practical insights for educators and policymakers aiming to enhance student discipline through character-oriented and student-centered approaches.

## **CONCLUSION**

This study concludes that the role of teachers at MTs Ar-Raihan Lattekko is multifaceted and highly influential in fostering student discipline. Teachers actively function as organizers, informants, classroom managers, demonstrators, motivators, and evaluators, all of which collectively contribute to the development of a structured and values-based school environment. Their involvement goes beyond academic instruction, incorporating behavioral guidance and character modeling that students observe and emulate.

The disciplinary strategies implemented are grounded in democratic and educational principles, emphasizing positive reinforcement, participatory engagement, and moral reasoning. Rather than enforcing strict punishment, teachers opt to build student awareness through dialogue, motivation, and constructive feedback. This approach not only improves student behavior but also nurtures internal discipline, responsibility, and a sense of community within the school.

Ultimately, the teacher's role is a central pillar in character education and school discipline systems. The experience at MTs Ar-Raihan Lattekko demonstrates that when teachers are actively engaged, empathetic, and consistent in their disciplinary practices, students respond positively. These findings highlight the importance of professional development programs that enhance teacher competence in behavior management and affirm the need for educational policies that support holistic student development.

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