



Teacher Strategies in Improving Students' Discipline Character Through Islamic Religious Education at Junior High School 3, Sorong City

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Abstract

Abstract

This study examines teachers' strategies, particularly those implemented through Islamic Religious Education, in improving students' disciplinary character at Junior High School 3 Sorong Regency, as well as the supporting and inhibiting factors. Using a qualitative descriptive approach with Miles and Huberman's data analysis techniques, the findings reveal that teachers apply exemplary behavior, routine habituation activities, reward and punishment systems, individual counseling, motivation, character strengthening through Islamic Religious Education, and extracurricular programs. Islamic Religious Education plays an important role in instilling religious values, moral responsibility, obedience, and discipline in students' daily lives. Collaboration with parents and the community also supports these efforts. Supporting factors include exemplary leadership, school policies, parental involvement, student participation, and the integration of Islamic values in the learning process, while obstacles involve low student motivation, negative social media influence, inconsistent rule enforcement, limited facilities, and insufficient government support. Overall, strengthening students' disciplinary character through Islamic Religious Education requires adaptive and collaborative strategies, as well as strong commitment from teachers and all school stakeholders..

Keywords— Dicipline Character, Junior High School, Teaching Strategy

Abstrak

Abstrak

Penelitian ini mengkaji strategi guru melalui Pendidikan Agama Islam dalam meningkatkan karakter disiplin siswa di SMP Negeri 3 Sorong serta faktor pendukung dan penghambatnya. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik analisis data Miles dan Huberman. Hasil penelitian menunjukkan bahwa guru menerapkan keteladanan, pembiasaan, pemberian motivasi, penghargaan dan sanksi, serta penguatan nilai-nilai Islam dalam pembelajaran dan kegiatan ekstrakurikuler. Faktor pendukung meliputi kebijakan sekolah, keteladanan guru, keterlibatan orang tua, dan partisipasi siswa. Adapun faktor penghambat meliputi rendahnya motivasi siswa, pengaruh media sosial, penerapan aturan yang belum konsisten, serta keterbatasan sarana. Secara keseluruhan, penguatan karakter disiplin melalui Pendidikan Agama Islam memerlukan strategi yang kolaboratif dan komitmen seluruh warga sekolah.

Kata kunci— Disiplin Karakter, Sekolah Menengah Pertama, Strategi Pengajaran

INTRODUCTION

Globalization brings changes in culture, values, and norms that can affect the formation of individual character. Punjangga and Haerudin (2024) stated that The current globalization has had a significant impact on various aspects of life, including character education. One of the problems related to individual character weaknesses is the loss of traditional values and ethics in society (Jenab, Aliyyah, and Firmansyah 2024). The adoption of foreign values that conflict with local values can obscure the understanding of ethics, morality, and social responsibility. This can lead to immoral behavior, corruption, excessive individualism, and decreased social solidarity. It is important to address individual character weaknesses as a result of globalization with a holistic approach. Strong character education, teaching moral and ethical values, and building awareness of the importance of social responsibility and local culture can be effective steps. To overcome the weakness of character due to the impact of globalization, strengthening needs to be done through various steps, including Integrated Character Education, positive role models, supportive learning environments, active learning, development of social and emotional skills, parental involvement and community empowerment (Pujangga and Haerudin 2024).

In accordance with the mandate of Law No. 20 of 2003 concerning the National Education System (UU SISDIKNAS), the education system in Indonesia from various aspects is in accordance with one of the mandates in the opening of the 1945 Constitution, namely to educate the nation's life (Fayza et al. 2024). Character education is not the responsibility of a handful of people or certain institutions alone. The implementation of character education is a shared responsibility, both in the family, school, and community environments. **Islamic Religious Education (PAI) also plays an important role in strengthening students' disciplinary character through the cultivation of religious values, moral responsibility, obedience, and good habits in daily life. Through Islamic Religious Education, discipline is not only understood as compliance with school rules but also as a moral and religious responsibility.**

Disciplined character is one of the main values in education that is the foundation for the formation of a responsible and competent young generation. In the context of national education, the importance of developing a disciplined character is stated in the objectives of national education as stated in Law No. 20 of 2003 concerning the National Education System. Disciplined character is not only important in an academic context, but also has an impact on students' social life.

The strategies used by teachers in shaping the character of student discipline at Junior High School of 3 Sorong Regency are the main focus of this study. The objectives to

be achieved in this study are to find out how teachers' strategies are in improving the character of student discipline at Junior High School of 3 Sorong Regency and to find out what supporting and inhibiting factors are faced by teachers in efforts to improve the character of student discipline at SMP Negeri 3 Sorong Regency.

This study fills the gap of previous studies which only focused on the formation of student character, especially related to the characters of discipline, collaboration, religion, and responsibility (Asropil & Sulthan Thaha 2022; Susilo et al. 2023; Salamudin & Lestari 2023; Affandi et al. 2023; Sopiyan Haeranun 2024; Huik et al. 2024) without any specific elements as will be explained through this study. The renewal or novelty in this study lies in the strategy of strengthening disciplinary values which include the application of clear rules, routine supervision, giving rewards for positive behavior, motivation to comply with responsibilities, and the integration of Islamic Religious Education values in strengthening students' discipline.

METHOD

The type of research used by the author is qualitative research on "Teacher strategies in improving student discipline character at Junior High School of 3 Sorong City" using a qualitative descriptive approach. This approach aims to deeply understand teacher strategies in improving student discipline character. The research approach that is relevant to the title "Teacher strategies in improving student discipline character at SMP Negeri 3 Sorong Regency" is a descriptive qualitative approach.

In the context of this study, the research subjects include: Teachers or educators at Junior High School 3 Sorong Regency who implement various strategies to improve students' disciplined character. They are the main focus because of their strategic role in shaping students' character. Students or learners who are the target of strategy implementation by teachers. Observations of student behavior and responses provide empirical data on the effectiveness of the strategies implemented. Principal or as an institutional leader, the principal provides perspective on policies and support for the implementation of discipline strategies by teachers.

The instrument that is used in this study, such as observation through observing the object being studied, interview with teachers, students, and principals at Junior High School of 3 Sorong Regency, Documentation include lesson implementation plans (RPP), student attendance records, school regulations, reports of disciplinary violations, and other documents that support the analysis of teacher strategies in improving student discipline, questionnaire that contains a series of written questions that must be answered by respondents, and validity and reliability test of instrument before doing measurement.

In the study entitled "Teacher Strategy in Improving Student Discipline Character at

Junior High School 3 Sorong Regency," data analysis techniques play a crucial role in processing and understanding the information collected. Qualitative data analysis aims to identify patterns, themes, and meanings from non-numerical data obtained through observation, interviews, and documentation. According to Miles and Huberman (1994), the qualitative data analysis process consists of three main stages: data reduction, data presentation, and drawing conclusions or verification.

RESULT AND DISCUSSION

1. Teachers' Strategies in Improving Students' Disciplinary Character at Junior High School of 3 Sorong Regency

Based on findings from interviews, observations, and written evidence, the approaches used by teachers to strengthen the character of discipline in students are carried out in various and complementary ways. The initial approach is role models, where teachers and principals routinely demonstrate disciplined behavior in daily activities, such as arriving on time, dressing neatly, and being fair to students. This can be seen directly in ceremonial activities, classroom learning processes, and daily interactions in the school area.

The second strategy involves conditioning through routine activities, such as morning assembly, flag ceremonies, cleaning tasks, morning literacy learning, and joint worship activities. Through Islamic Religious Education, teachers also instill religious values, responsibility, obedience, and discipline through prayer and other religious activities. In this way, students gradually become accustomed to disciplined behavior based on both school rules and Islamic values without coercion. The third strategy is the implementation of an educational reward and punishment system, where students who excel receive awards, while educational sanctions are given to those who violate the rules, so that students are aware of the consequences of their actions.

Based on the first problem formulation, namely, "What are the strategies of teachers in improving the character of student discipline at Junior High School 3 Sorong City?" several research findings were identified, including the role models of teachers and principals, habituation through routine activities, integration of Islamic Religious Education values, educational reward and punishment systems, counseling, motivation and personal assistance, extracurricular activities as a means of forming discipline, implementation of the Anti-Bullying Program (Roots) and Dispo, and collaboration between teachers, parents, and the community.

2. Supporting and Inhibiting Factors Faced by Teachers in Improving Student Discipline Character at Junior High School of 3 Sorong Regency

Analysis of the supporting elements revealed a number of internal and external forces that help teachers instill discipline in students. The first element is the example of behavior demonstrated by teachers and principals, who provide real role models for students. The second element includes consistent policies and support from school leaders, complemented by an organized rule enforcement system and direct supervision. The third element is the structure of the school curriculum and program, where disciplinary values are incorporated into the learning process and daily activities. Islamic Religious Education also serves as a supporting element by strengthening religious values, moral responsibility, and discipline through learning and religious habituation activities. Other supporting elements include cooperation between roles in the school, active involvement of parents and the outside community, and enthusiasm and active participation of students in various activities organized by the school.

Based on the formulation of the second problem, namely What are the supporting and inhibiting factors faced by teachers in efforts to improve the character of student discipline at Junior High School of 3 Sorong Regency? then several research findings were found:

A. Supporting Factors

1) Internal Exemplary Behavior of Teachers and Principals

The disciplinary character demonstrated by the principal and teachers is the main basis for disciplinary character education in schools.

2) School Leadership Policy and Support

The school leader, in this case the Principal of SMP Negeri 3 Sorong Regency, plays a central role in directing, managing, and supporting all policies and strategies aimed at forming the students' disciplined character as a whole.

3) Structured School Curriculum and Programs

The integration of discipline values into the P5 curriculum, class projects, Roots, Dispo, Extracurricular activities and so on, supports the habituation of disciplined character in schools.

4) Cross-Role Collaboration in School

Synergy between homeroom teachers, subject teachers, BK, activity supervisors and school leaders plays a major role in the success of the discipline strategy implemented in schools.

5) Involvement of Parents and External Communities

Parents play an important role in supervision and value education from home, while the community supports by carrying out training and socialization activities.

6) Student Enthusiasm and Active Participation

Many students realize the importance of discipline and show behavioral changes after being given motivation, examples, and guidance.

B. Inhibiting Factors

1) Lack of Students Awareness and Motivation

Some students still ignore the importance of discipline and do not show internal motivation.

2) Diverse Sociaocultural Backgrounds

Differences in ethnicity, religion, and family values affect students' attitudes and discipline patterns. This requires teachers to use an adaptive and contextual approach. This diversity is both a challenge and an opportunity in character building. With an inclusive strategy, diversity can become a school's strength.

3) Negative Influence of Gadgets and Social Media

Many students' attention is diverted to the use of mobile phones, social media and digital entertainment which triggers negligence.

4) Inconsistency in Rule Enforcement

Differences in the way teachers enforce discipline create confusion for students and uncertainty about the rules.

5) Limited Facilities and Budget

Some character building programs such as Roots have experienced setbacks due to lack of budgeting and lack of ongoing support from external parties.

6) Old Mindset and Culture of Violence

There are still teachers who use physical or verbal punishment approaches without mutual agreement, which is contrary to the positive discipline approach.

7) Discontinuation of Program Assistance by the Government

The program, which was initially facilitated by UNICEF, stopped because there was no follow-up or assistance from the local education office.

CONCLUSION

Based on the results of the study that focused on two problem formulations, the following conclusions were obtained. First, related to teacher strategies in improving students' disciplined character at Junior High School 3 Sorong Regency, it was found that teachers and principals implemented various complementary approaches. These strategies include consistent exemplary attitudes in daily life, habituation through routine activities such as morning assembly, literacy, cleaning duty, flag ceremonies, and religious activities, implementation of an educational reward and punishment system, individual counseling and personal motivation for students with problems, and strengthening discipline through extracurricular activities such as Scouting, OSIS, and the Roots Anti-Bullying Program. Islamic Religious Education (PAI) also contributes to strengthening students' discipline by instilling religious values, responsibility,

obedience, and good habits in daily life.

Regarding the supporting and inhibiting factors faced by teachers in efforts to improve students' disciplinary character, the results of the study indicate that various internal and external factors have an influence. Supporting factors include strong role models from the principal and teachers, supportive school policies, a curriculum structure that integrates character and Islamic Religious Education values, cross-role collaboration in the school environment, active involvement of parents and the community, and high student participation in various activities. Therefore, the success of developing disciplinary character at Junior High School 3 Sorong Regency requires adaptive and collaborative strategies, including the integration of Islamic Religious Education values, supported by strong commitment from all parties both inside and outside the school.

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