

Improving Student Discipline in Islamic Junior High Schools

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ABSTRACT

This research aims to determine the school's strategies in improving student discipline at MTs Al Mukhtar Adipala Cilacap. This research method uses a qualitative approach. Data collection techniques used are observation, interviews, and documentation. Triangulation is conducted to obtain data validity. Data analysis techniques use the Miles and Huberman and Saldana model which includes data collection, data condensation, data presentation, and data verification. The research results show that the school's strategies in improving student discipline through discipline development at MTs Al Mukhtar start from the madrasah introduction period which is carried out at the beginning of the academic year, enforcement of madrasah rules, discipline in wearing uniforms, arriving on time, and attending teaching and learning activities according to schedule, supervision activities, religious activities, counseling activities, student leadership activities, and the Anti-Bullying Education Program. In addition, the existence of positive discipline in learning becomes an effort to integrate the cultivation of discipline character through the learning process. Modeling, habituation, and reward and punishment methods are effective methods in improving students' discipline character.

INTRODUCTION

Education is very important for building student character (Fatimah & Mahmudah, 2017a, 2017b; Tyas et al., 2020). Education is not only a place to provide children with education, but also a place to instill moral values, ethics, and social skills. All of these shape a child's overall personality (Susilo et al., 2022). The formation of character or noble character is a primary goal in Islamic education, and this aligns with the prophetic goal of perfecting human morals (Utami et al., 2025; Zurqoni et al., 2018). Schools function as an extension of family and society (Chasanah et al., 2023; Rokhmaniyah et al., 2021; Suhartono et al., 2018). They create an environment where values such as honesty, responsibility, discipline, and empathy can be instilled in daily life through formal lessons, extracurricular activities, and social interactions. This character-building process does not happen instantly, but requires continuous habituation, exemplary behavior from educators, as well as a consistent and comprehensive student management system, so that these positive values are strongly ingrained and manifest in students' behavior both in the school environment and in the wider community (Susilo et al., 2022; Zurqoni et al., 2018).

One of the important characters in student character building is the character of discipline (Herpratiwi & Tohir, 2022; Siregar et al., 2022). Discipline is the quality that should be emphasized in children from a young age (Rahayuningsih & Solikhan, 2016; Yanus et al., 2024). This is due to the fact that discipline affects a child's moral development and is a basic necessity for the development of their behavior. Along with generosity and honesty, discipline is one of the fundamental qualities that every person should have. By encouraging mental, emotional, and social development, discipline cultivates accountability and self-control (Tyas et al., 2020). For students, discipline is essential because it seeks to establish order in social and religious life. Effective achievement of educational objectives is made possible by disciplined students, who are easier to manage in the home, community, or school setting (Chasanah et al., 2023).

Effective student discipline management not only impacts academic achievement but also shapes student character and personality (Herpratiwi & Tohir, 2022; Rahayuningsih & Solikhan, 2016). Students who are accustomed to discipline tend to have the ability to manage time, work independently, and collaborate well (Utami et al., 2025). Discipline also helps students develop a positive attitude towards responsibility and integrity (Adlya et al., 2020; Corry, 2022). As an all-encompassing strategy for planning, directing, and nurturing students, student management presents encouraging avenues for resolving these disciplinary issues. It covers many facets of student life, such as counseling services, character development programs, behavioral guidance, attendance systems, and parent engagement activities. Instead of just promoting discipline, student management can establish a school climate that naturally cultivates it when it is applied strategically and with Islamic values at its center.

At MTs Al Mukhtar Adipala, there is student affairs planning, one of which concerns student discipline. Many programs are implemented at MTs Al Mukhtar Adipala. One of them is the planning of student affairs activities to support student discipline at MTs Al Mukhtar Adipala. Quite a few activities

support the inculcation of discipline, of course, these activities are carried out with careful planning by the madrasa. Although important, managing student discipline is not an easy task. There are various challenges faced by educators and school administrators in an effort to create an environment that supports discipline.

Students at MTs Al Mukhtar Adipala come from diverse social, cultural, and environmental backgrounds because the madrasa is located in a Islamic boarding school environment and comes from various regions. These differences can influence their perceptions and behaviors regarding discipline. Values and norms in society continue to change over time. Students may be exposed to different views on discipline, and this can affect how they respond to rules and supervisory actions.

One of the biggest problems facing educational institutions around the world is maintaining student discipline (Kamara et al., 2024; Vereijken et al., 2023), especially in Islamic junior high schools where moral education and character development are core subjects. Enforcing rules is only one aspect of discipline; another is helping students develop self-control, accountability, and respect in their early years (Kamara et al., 2024). Effective student management techniques are essential for comprehensive student development in Islamic educational contexts because discipline takes on new dimensions as it combines with religious teachings and spiritual growth.

Madrasah Tsanawiyah, an Islamic junior high school, serves students during a crucial developmental stage when they go through major changes in their physical, emotional, cognitive, and social character (Achadah et al., 2022; Idris, 2023). Discipline problems are especially noticeable during this transitional stage, which frequently shows up as behavioral difficulties (Prasetyarini et al., 2021). In these institutions, educators and administrators have the twin duty of upholding structure and order while fostering students' Islamic identity and values. Adolescent development, academic expectations, and religious formation all come together to create a complex environment that calls for methodical and careful approaches to student management.

The formation of disciplined character in schools has been the subject of numerous studies. Kamara et al.'s research revealed that teachers play a critical role in forming students' personalities (Kamara et al., 2024). Another study by Andriana et al. demonstrated that a variety of school activities, including task submission and adherence to school rules, can help instill discipline in students (Andriana et al., 2024). The efforts schools make to inculcate discipline and character, especially through role modeling, were the subject of research by Saputra et al. Teachers provide students with direct examples through role modeling (Saputra et al., 2024).

Based on this scope, the institution will be able to successfully develop and improve student discipline optimally, namely through good student affairs management. With this, the institution will have disciplined student outputs, both for themselves and for the wider community.

LITERATURE REVIEW

Student discipline is a fundamental aspect of educational success, as it influences the learning environment, academic achievement, and character formation. In Islamic junior high schools (Madrasah Tsanawiyah), discipline is closely linked to Islamic values, moral education, and school culture. According to Arifin (2019), discipline in Islamic schools is strengthened through the integration of religious teachings, routine worship practices, and character-based learning. Studies show that effective discipline strategies include consistent enforcement of rules, role modeling by teachers, and structured daily routines grounded in Islamic ethics (Rahmawati, 2020). Leadership also plays a crucial role; principals who apply transformational and instructional leadership styles tend to create disciplined, orderly environments by promoting clear expectations and supportive supervision (Sutrisno, 2021). Additionally, parental involvement and community engagement have been found to reinforce students' moral behavior and compliance with school regulations. The use of positive discipline approaches – such as reward systems, counseling, and reflective activities – has also been proven to reduce rule violations and encourage self-regulation among students. Overall, the literature emphasizes that improving student discipline in Islamic junior high schools requires a holistic approach that integrates religious values, effective school management, teacher modeling, and collaboration with families.

METHODOLOGY

The qualitative method used in this study is phenomenological in nature. The study was carried out at MTs Al Mukhtar Adipala. Students, staff, teachers, and the principal were the subjects of the study. Document studies, observations, and interviews were the methods used to gather data. Triangulation of sources and techniques was used to guarantee the validity of the data in this study. Triangulation is a technique for validating data that is used to improve the data's accuracy and dependability. The three-stage Miles, Huberman, and Saldana model which consists of three stages: data condensation, data presentation, and data verification was used for data analysis (Miles et al., 2014). The process of condensing, simplifying, and concentrating the unprocessed data gathered from qualitative research is known as data condensation. The objective is to obtain more understandable and pertinent data. Visualizing the condensed data to aid in comprehension and the discovery of trends or connections among data points is known as data presentation. Data verification is the process of making inferences and confirming that the research findings are accurate.

RESEARCH RESULT AND DISCUSSION

Discipline management in schools can help improve student discipline through a structured and sustainable approach. Good student affairs management can be a key factor in improving discipline in Islamic junior high schools. Here are the strategies implemented by the school to improve student discipline.

Student orientation activities

Student discipline development activities are carried out in accordance with programs that have been approved in working meetings. Student discipline has been observed and fostered since students first entered until they graduated from the madrasa. This is in line with the results of interviews with the principal, which stated:

“In the acceptance of new students, all teachers and staff are involved in the new student acceptance activities to determine how eligible the students who will be accepted at MTs Al Mukhtar Adipala are, because students come from various regions. The new student acceptance activities not only look at the academic aspects of students but also at the discipline, character, and religious aspects of the students who will be accepted.”

Discipline development at MTs Al Mukhtar begins when prospective students start during the student orientation period, which is held at the beginning of the school year as a period of introduction to the madrasa environment, academic culture, and character building for children with materials carried out at the madrasa. In addition, this activity also provides MTs Al Mukhtar students with socialization about etiquette and rules in the madrasa environment. The series of orientation activities with discipline development is continued with Basic Discipline Training activities.

The basic discipline training aims to provide students with an understanding of habituating madrasa etiquette and discipline rules as a guide for students in acting, speaking, and behaving in daily activities in the madrasa environment.

Creating school rules

Developing clear, detailed, and easily understood school rules for the entire school community. Involving teachers, staff, and management in the rule-making process aims to foster a shared commitment among all school members. The steps in creating school rules to improve student discipline are: drafting school rules by involving teachers, staff, and the committee; providing socialization to all school members; consistently implementing the rules, conducting supervision, and collaborating with parents to jointly enforce student discipline at home. The purpose of determining these school rule-making steps is in accordance with the results of interviews with the principal, which stated:

“By consistently implementing these steps and involving the entire school community, MTs Al Mukhtar can create a disciplined, safe, and supportive learning environment for students' positive development in accordance with Islamic values.”

Some of the regulations that have been established by the school are including wearing uniforms to school, arriving on time, participating in learning at school. These regulations are an important foundation in creating a structured and conducive learning environment for students' academic and non-academic development. Wearing school uniforms not only creates uniformity in appearance but also instills a sense of collective identity, reduces social disparities, and prepares students for professional dress standards in the future.

Punctuality reflects respect for time as a valuable resource and trains students to develop good time management skills a crucial skill in academic and professional life. Meanwhile, active participation in learning is the essence of the educational process itself, encouraging students to develop critical thinking skills, social skills, and responsibility for their own academic progress. Compliance with these regulations is not merely about obedience to authority but is a learning process that prepares students to understand and respect the system of rules they will face throughout their lives, whether in the context of further education, work, or social life.

Supervision activities

The role of supervision in Madrasah Tsanawiyah (Islamic junior high school) plays an important role in maintaining student discipline and safety, as well as creating a conducive learning environment. Here are some activities that can be carried out by supervisors at MTs. Based on interviews with the principal, supervision activities to improve discipline at MTs Al Mukhtar Adipala are conducted.

“In order for programs to run smoothly according to the targets and objectives that have been set, supervision needs to be carried out so that the effectiveness and efficiency of the implementation can be known. The results of supervision in the form of evaluations or supervision will be the basis for making improvements in the form of follow-up with the intention of making better improvements.”

Supervisory activities carried out to improve student discipline include monitoring in classrooms, monitoring in public areas, monitoring during breaks, and monitoring the use of facilities.

Religious activities

Religious activities begin with congregational Dhuha prayers in the mosque, and teaching and learning activities will begin in the morning after the Dhuha prayers, followed by the recitation of Asmaul Husna, such as congregational prayers, religious studies, and Quran recitation, which can improve the quality of worship and the formation of students' character.

In the process of habituating the Dhuha prayer to improve student discipline, teachers use individual and group approaches. The individual approach used in habituating the Dhuha prayer to improve student discipline is by cultivating patience and perseverance in worship, performing congregational prayers as a form of good character by drawing closer to God. These results are in line with the results of interviews with the principal, which stated:

“The habituation of Dhuha prayers and congregational obligatory prayers is carried out by the madrasa creating a congregational prayer program to improve student discipline, so that students who have honest and responsible characteristics are formed. Obligatory prayers are performed in congregation in the mosque. The purpose of implementing the student discipline development strategy of performing obligatory prayers in congregation is to form a Muslim personality and shape student

discipline in habituating congregational prayers, so that students can apply them in their daily lives.”

These research results are relevant to previous research that religious programs have an influence on student discipline (Epi et al., 2024; Harfi et al., 2025). Or conversely, discipline will shape students' religious character. This is because religious programs in schools not only focus on increasing understanding and practice of worship but also on the formation of student character based on religious values. Through activities such as congregational prayers, religious studies, and recitation of holy scriptures, students learn about the importance of obedience, patience, and responsibility, which are important aspects of discipline. In addition, the discipline applied in religious activities, such as arriving on time for prayers or following dress codes, indirectly forms positive habits that can be applied in daily life

Counseling program

Counseling activities at MTs Al Mukhtar play an important role in supporting students' personal, social, and academic development. Counseling at MTs can be carried out by homeroom teachers, school counselors, or parties with counseling skills. Here are some counseling activities that can be carried out:

- a. Providing personal counseling to help students overcome personal problems, such as stress, anxiety, or interpersonal conflicts. Building positive relationships with students to create a safe environment to talk.
- b. Helping students understand and overcome learning difficulties and providing support in planning study time and effective learning strategies.
- c. Addressing social issues such as bullying, friendships, or social isolation, helping students develop social skills and interact well with classmates.
- d. Organizing group counseling sessions to facilitate discussion and shared understanding of specific issues. Encouraging solidarity and support among group members.
- e. Providing educational materials to students on relevant topics such as self-development, mental health, and school policies. Conducting structured presentation or discussion sessions.
- f. Helping students plan study and career paths according to their interests, talents, and goals and conducting regular study and career guidance sessions.
- g. Monitoring student progress after counseling sessions and evaluating the effectiveness of counseling programs and adjusting them as needed.
- h. Providing religious counseling to help students understand and overcome spiritual problems and supporting the formation of Islamic character and values.

Extracurricular activities

Scouting: Planning scouting events that prioritize responsibility, discipline, and teamwork. For instance, MTs Al Mukhtar is implementing scouting activities with the following goals: increasing student participation in school extracurricular activities, giving students a platform for their personal development and scouting talents, fostering character and discipline by adhering to scouting principles, improving students' leadership and teamwork skills

through scouting activities, and attaining at least 70% student participation in scouting activities during the first academic year. Scouting exercises are crucial in forming students' self-discipline. This result is in line with other studies that show scouting activities have a positive effect on students' discipline character and are advised for establishing discipline (Nureva & Tohir, 2020; Pomou et al., 2023).

Classroom learning

Integrating discipline values into each subject. This integrative approach offers a more holistic strategy in instilling discipline, not as a separate concept, but as a value embedded in every aspect of learning. In mathematics lessons, for example, discipline is reflected through procedural accuracy, systematic problem-solving steps, and consistency in applying formulas. In language lessons, discipline is demonstrated through adherence to grammar rules, writing structures, and communication ethics. Meanwhile, in natural sciences, discipline is practiced through compliance with experimental protocols, accurate measurements, and careful documentation. Islamic religious education lessons offer a broader space to connect discipline with concepts of worship, obedience, and consistency (*istiqomah*) in daily life. This integrated approach not only shows students how discipline plays an important role in various fields of knowledge, but also helps them understand that discipline is not an additional burden, but rather an intrinsic component of meaningful learning and self-development processes.

This research result is in line with the interview with one of the teachers, who stated:

“The formation of discipline in the classroom usually uses positive discipline, which involves creating classroom rules so that students collectively commit to following the rules that have been made together. In addition, internalizing character values in each subject is important for developing students' disciplinary character.”

This finding aligns with research conducted by Sulfiati, which states that the process of integrating character education is facilitated by teachers through models and materials that students can understand and apply in everyday life, so that the process of developing discipline character can be achieved, and teachers understand the character of each student during the learning process (Sulfiati, 2023). Beliefs in the classroom are crucial to establishing a positive learning atmosphere. Teachers can improve learning outcomes, create a positive classroom environment, and motivate students to be more responsible and disciplined by allowing them to participate in the development of classroom beliefs. This finding is consistent with earlier research showing that the use of the positive discipline approach improves student motivation and achievement (Elkadi & Sharaf, 2023; Hermawan & Novikasari, 2024), the development of student character (Muthmainnah, 2021; Shaharani & Februannisa, 2023), and the establishment of a positive learning environment (Tartari, 2018; Thakur, 2017; Tri Hasnanto, 2024).

Anti-bullying education program

The teaching and learning process and a conducive and healthy madrasa culture, safe, and comfortable are factors that create the success of the Madrasa program, because students can interact well. Throughout the human life journey, interaction with other people is inseparable. The development of social interaction will increase with age. Basically, the improvement of behavior in children depends heavily on the family. The family has an important role in teaching good and correct behavior to their children, but if the family environment does not participate in the social development of the individual, then the child will tend to act in a less good direction, one of which is bullying. Bullying can be carried out by an individual or a specific group to hurt someone physically or psychologically, which has the potential to make the victim traumatized and depressed.

These results are based on interviews with the principal, which stated:

“The school strives to participate in preventing bullying among its students. The Madrasah environment is an environment that is vulnerable to bullying. This activity aims to disseminate education about the importance of stopping bullying and starting to have a social spirit, demonstrating how to prevent bullying in children, and increasing social awareness and fostering an attitude of mutual respect. This community service method is carried out in the form of outreach through the provision of education.”

Teachers at MTs Al Mukhtar Adipala stated that this socialization is part of a cross-class counseling service program that is preventive in nature. Hopefully, with this program or socialization, children can begin to respect each other, and of course, it will also be oriented towards students so that their mental health is improved and they can communicate more effectively with their friends.



Figure 1. Stop bullying declaration documentation

These results are relevant to several previous studies that show that anti-bullying programs are an effective way to improve student discipline (Aryadiningrat et al., 2023; Okagbue et al., 2022). This is because anti-bullying programs not only focus on the prevention and handling of bullying actions but also on the formation of positive student character (Rokhmaniyah et al., 2021). Through this program, students are taught about the importance of empathy,

tolerance, and mutual respect, which are the basic values of discipline. In addition, anti-bullying programs also create a safe and conducive school environment, where students feel comfortable and motivated to learn and achieve. Thus, anti-bullying programs not only reduce bullying incidents but also contribute to the formation of students who are disciplined, responsible, and have strong character.

When discipline is used in schools, it always inspires parents and the community to adopt the principles of discipline in their everyday lives. In order for children to naturally develop a sense of discipline within themselves without the fear of punishments that were frequently meted out when rules were still based on traditional discipline, it is intended that they become accustomed to the discipline values that are practiced in their surroundings (Utami et al., 2025).

Therefore, strong cooperation and dedication from all parties involved especially from the family environment and the surrounding community are necessary for the implementation of positive discipline. This finding is consistent with studies by a number of earlier researchers, which show that effective cooperation amongst the three educational centers (family, school, and community) can raise educational standards and boost student performance (Chasanah et al., 2023; Rokhmaniyah et al., 2021). In order to implement positive discipline, Ndlovu et al. emphasized the significance of cooperation between the community, school, and family. Positive discipline in schools is thought to be greatly impacted by this partnership (Ndlovu et al., 2023).

It is stated that the habituation and modeling of discipline necessitate a lengthy process in order to become accustomed to self-awareness. Along with habituation, a child's perception of school as a welcoming environment for learning is greatly influenced by the role modeling provided by the teacher, other school personnel, the family, and the community (Fitri et al., 2023; Pangestika & Minsih, 2023). Both at home and at school, habituation and role modeling are powerful strategies for influencing students' attitude. The method of modeling plays a crucial role in shaping students' disciplinary character, where teachers and school staff become role models for expected behavior. Through concrete actions, such as arriving on time, obeying rules, and demonstrating responsibility, educators provide direct examples that students can emulate. Consistency in demonstrating this disciplinary behavior helps students understand the importance of these values in daily life. Furthermore, setting an example also includes how teachers face challenges and solve problems in a positive and constructive manner, so that students learn to overcome obstacles with a disciplined and responsible attitude (Rijal et al., 2023).

CONCLUSIONS AND RECOMMENDATIONS

The research results show that the school's strategies in improving student discipline through discipline development at MTs Al Mukhtar start from the madrasah introduction period which is carried out at the beginning of the academic year, enforcement of madrasah rules, discipline in wearing uniforms, arriving on time, and attending teaching and learning activities according to schedule, supervision activities, religious activities, counseling activities, student

leadership activities, and the Anti-Bullying Education Program. In addition, the existence of positive discipline in learning becomes an effort to integrate the cultivation of discipline character through the learning process. Modeling, habituation, and reward and punishment methods are effective methods in improving students' discipline character. The study's recommendation highlights how crucial it is for all parties involved including parents and the community to work together to instill discipline in students. Students' success in terms of their knowledge, abilities, and attitudes will be positively impacted by a shared commitment among the three centers of education (the school, the family, and the community).

ADVANCED RESEARCH

Future research on student discipline in Islamic junior high schools can be expanded by examining how institutional strategies interact with broader socio-cultural and psychological factors that shape students' behavioral development. Building on the findings from MTs Al Mukhtar, further studies may explore the long-term effectiveness of integrated discipline programs—such as religious activities, positive discipline in learning, and anti-bullying initiatives—by using longitudinal or mixed-method approaches. Research could also investigate how digital monitoring systems, character-based curricula, and culturally responsive pedagogies enhance discipline formation in contemporary Islamic education. Additionally, comparative studies across different madrasah environments may provide insights into variations in leadership practices, parental engagement, and community participation in shaping disciplined behavior. Exploring the role of student leadership and peer influence through social learning theory could also enrich understanding of how discipline norms are internalized. Such advanced research would contribute to more comprehensive models of discipline development that align Islamic values with modern educational demands.

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