

## The Role of Islamic Religious Education Teachers in Forming Student Discipline at Elementary School 01 Bumi Sari

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### ABSTRACT

Student discipline is an important aspect in the world of education that contributes to academic success and character formation. This research aims to analyze the role of Islamic Religious Education (PAI) teachers in forming student discipline at SDN 01 Bumi Sari. The research method used is a qualitative approach with data collection techniques in the form of observation, interviews and documentation. The research results show that PAI teachers have a significant role in forming student discipline through example, habituation, and consistent application of rules. Factors that support the successful formation of student discipline include the teacher's active role in providing motivation, collaboration with parents, and the application of learning methods that instill disciplinary values. However, there are also challenges faced, such as students' lack of awareness of the importance of discipline and minimal parental involvement in monitoring children's behavior at home. Thus, it is hoped that this research can provide insight for teachers, parents and schools in improving student discipline through a more optimal role of PAI teachers.

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## INTRODUCTION

Student discipline is an important factor in creating a conducive learning environment and supporting academic success. In the context of basic education, discipline is the main foundation for students in forming good study habits, an attitude of responsibility, and obedience to the rules that apply at school and in the social environment. Teachers have a very strategic role in shaping student discipline, especially Islamic Religious Education (PAI) teachers who not only function as academic educators, but also as guides to students' morals and character. (Hanik et al., 2021)

At SDN 01 Bumi Sari, several problems are still found related to student discipline, which is an important aspect in creating a conducive learning environment. However, at SDN 01 Bumi Sari, deviant behavior was still found by some students, especially male students who smoked in the school environment. This behavior indicates problems in supervision, character development, as well as a lack of student awareness of the negative impacts of smoking.

Several factors are thought to be the cause of this behavior, including environmental influences, lack of parental attention, weak supervision from the school,

and students' lack of understanding about the dangers of smoking. Some students may be influenced by peers or social environments that habituate smoking behavior from an early age. This shows that the role of PAI teachers in shaping students' disciplinary character still requires special attention. PAI teachers are expected to be role models in implementing disciplinary values, both through direct teaching and through habituation methods in daily life in the school environment. (Pulungan et al., 2023)

This research aims to analyze the role of PAI teachers in forming student discipline at SDN 01 Bumi Sari, as well as identifying factors that support or hinder the process of forming this discipline (Azzahra et al., 2024). Thus, it is hoped that the results of this research can provide insight for educators in designing more effective strategies in building students' disciplined character.

Discipline is an important aspect in forming students' character which contributes to their academic success and social life. Schools, as formal educational institutions, have a major role in instilling disciplinary values in students, with teachers as one of the key factors in this process. Islamic Religious Education (PAI) teachers have the responsibility not only to transfer religious knowledge, but also to shape students' character and morals, including discipline. (Sa'adah & Himataka, 2024). This research aims to examine the role of PAI teachers in shaping student discipline at SDN 01 Bumi Sari, as well as identifying factors that support and hinder the implementation of discipline in schools. With a qualitative approach, this research is expected to provide insight into effective strategies in improving student discipline through the active role of PAI teachers. (Qur'an dkk., 2024)

## METHOD

This research uses qualitative methods with a descriptive approach to understand the role of Islamic Religious Education (PAI) teachers in forming student discipline at SDN 01 Bumi Sari. This research was conducted for two weeks with the main subject being PAI teachers, students, who were selected through a purposive sampling technique. The focus of this research is to explore the strategies used by teachers in forming student discipline and the factors that influence it. (Fadli, 2021)

This research was conducted at SDN 01 Bumi Sari, on January 13 - February 1 2025. The data in this research was collected through three main methods, namely observation, interviews and documentation. Observations were carried out by observing teacher and student interactions in the school environment, while semi-structured interviews involved the Principal, PAI teachers, students, to obtain more in-depth information. In addition, documentation such as school rules and student discipline reports is used as supporting data to strengthen research results. (Fadilla & Wulandari, 2023)

To ensure the validity of the data, this research applies triangulation techniques which include triangulation of sources, techniques and time. The collected data was analyzed through three stages, namely data reduction to filter relevant information, presenting the data in descriptive form, and drawing conclusions based on the pattern of research findings. With this approach, research is expected to provide in-depth insight into the role of PAI teachers in shaping student discipline and provide recommendations for developing more effective educational strategies. (Alfanciur & Mariani, 2020)

## RESULTS AND DISCUSSION



#### **Interview Results with the Principal of SDN 01 Bumi Sari regarding Discipline**

At SDN 01 Bumi Sari, discipline is implemented through clear rules, such as punctuality, neat uniforms, and polite attitudes towards teachers and friends. Schools enforce discipline with a gradual coaching system, starting from warnings to involving parents if necessary. Challenges in implementing discipline include instilling awareness from an early age and ensuring parental involvement. However, the principal emphasized that discipline has a big impact on student achievement, because it helps them be more focused, orderly and responsible in learning. Therefore, the school continues to strive to create an environment that supports the development of students' disciplined character.



#### **Results of interviews with PAI teachers at SDN 01 Bumi Sari regarding discipline**

The Islamic Religious Education (PAI) teacher at SDN 01 Bumi Sari plays an important role in forming student discipline through teaching Islamic moral and ethical values, such as punctuality, honesty and responsibility. The application of discipline is carried out by providing real examples, motivation and advice to students. The school also runs programs such as the practice of praying five times a day, memorizing short letters, prayers, and express Islamic boarding school in the month of Ramadan to improve discipline.

However, even though various efforts have been made, it is still found that some male students do not comply with school rules, such as arriving late, not doing their assignments, and being impolite to teachers and friends. Even more worrying, there are several male students who are caught smoking in the school environment, especially during break times in areas that are less monitored by teachers. This shows

that there are still challenges in implementing discipline that require more attention from the school.

In dealing with this problem, PAI teachers play an active role by providing special guidance to students who violate the rules, including those who are involved in the smoking habit. The approach taken includes providing direct advice, group discussions about the dangers of smoking from an Islamic and health perspective, as well as strengthening moral values through religious activities. Apart from that, PAI teachers also work together with homeroom teachers and school officials to increase supervision and provide educational sanctions aimed at forming student awareness.



**Results of interviews with students at SDN 01 Bumi Sari regarding discipline**

Interviews were conducted with several students, class V students at SDN 01 Bumi Sari, regarding discipline at their school. According to female students, discipline at school is quite good with rules such as arriving on time, wearing uniforms according to schedule, maintaining cleanliness, and being polite. Schools enforce discipline through warnings, coaching, and light punishments for students who break the rules. Meanwhile, according to male students, there are still many who do not apply disciplinary rules, such as coming late, not doing assignments, and not being obedient to teachers. Apart from that, it was also found that several male students smoked in the school environment, especially during break times in areas that were less monitored by teachers. This shows that there is still behavior that is contrary to school rules and needs to get more attention from the school and teachers, especially in developing student character and discipline.



Based on observations and interviews with school principals, Islamic Religious Education (PAI) teachers and students, it was found that there were still around 10% of students who had not demonstrated optimal discipline. Some forms of indiscipline found include being late for school, not doing homework, lack of respect for teachers, and bad behavior outside of school such as smoking during recess. Factors that influence this include lack of attention from parents, economic factors, and minimal supervision and example from the surrounding environment.

Apart from learning methods, strengthening discipline is also carried out through various religious activities which are carried out regularly at school. Activities such as praying together before studying, reading juz 'Amma and participating in other religious activities are expected to instill good habits in students. Islamic Religious Education (PAI) teachers also emphasize the importance of Islamic values, such as honesty, responsibility and order in everyday life.

In this research it was also found that school environmental factors greatly influence the formation of student discipline. Schools that have clear rules, a conducive environment, and teachers who are firm but still wise in educating, tend to have more disciplined students. Therefore, schools need to continue to improve the quality of educational management and discipline in order to create a better learning environment.

Apart from internal factors, external factors such as social media and the social environment also have a big influence on student discipline. Some students admit that they often spend time playing with gadgets until late at night, resulting in them waking up late and lacking focus when studying at school. This shows the need for an active role for teachers and parents in controlling and supervising children's activities outside of school.

Apart from that, this research also highlights the importance of integrating religious values in shaping student discipline. By embedding Islamic teachings in everyday life, students can understand that discipline is not just an obligation at school, but also part of worship and responsibility as a Muslim. For example, getting students accustomed to praying on time, praying before studying, and respecting teachers and fellow students can be the first step in building a strong disciplinary character. With a more religious approach, students will better understand that

discipline is part of forming good morals and can bring benefits to their lives in the future.

From the results of this research, it was found that the main challenge in forming student discipline is the lack of consistency in applying the rules. Some teachers are still less firm in taking action against students who break the rules, giving rise to ambiguity in the school discipline system. Therefore, there is a need for stricter policies and training for teachers in managing student discipline.

One solution that can be implemented is to increase cooperation between schools, teachers and parents in building an environment that supports student discipline. Programs such as regular meetings between teachers and parents, strict supervision of student activities, and providing educational sanctions for students who break the rules can be effective steps in improving discipline.

Overall, this research concludes that the role of Islamic Religious Education (PAI) teachers in shaping student discipline is very important and has a significant impact on student character development. With appropriate learning methods, support from the Principal, Teachers and parents, as well as a conducive school environment, students can have better discipline, which will have a positive impact on their academic achievement and social life in the future.

As a recommendation, schools need to continue to develop programs that support the formation of student discipline, both through academic and non-academic approaches. Apart from that, increasing teacher competence in managing student discipline is also very necessary so that they can be good examples for students. In this way, the discipline that is instilled from an early age will provide students with provisions to face challenges in the future.

## DISCUSSION

### **The Role of Teachers in Forming Student Discipline at SDN 01 Bumi Sari**

Based on the indicators of the teacher's duties and roles, there are 5, namely: the teacher's role as a demonstrator, the teacher's role as a class manager, the teacher's role as a mediator, the teacher's role as an evaluator. The discussion regarding these indicators is as follows:

According to Sardiman (2011), the role of the teacher as a demonstrator means that the teacher acts as an example or model in learning. Teachers show how to do something correctly, whether it is a particular skill, concept, or value. The goal is for students to be able to imitate, understand and apply what has been demonstrated. At SDN 01 Bumi Sari, Islamic Religious Education (PAI) teachers can act as demonstrators in instilling the value of discipline in students. One way that can be done is by providing real examples in everyday life. Demonstrating Disciplined Morals in Daily Life, for example: Teachers demonstrate polite speaking, maintaining classroom cleanliness, and completing assignments in an orderly manner.(Hingan et al., 2024)

According to Uzer Usman (2002), the teacher's role as a class manager means that the teacher is responsible for creating a conducive, orderly and comfortable learning environment. Teachers organize the classroom layout, set rules, manage time, and build positive interactions between students. With good management, the learning process becomes more effective. At SDN 01 Bumi Sari, Islamic Religious Education (PAI) teachers have an important role in managing the class so that the learning process runs well. The following is an example of implementing classroom management by PAI teachers, for example: Dividing time between theory and

practice, for example, after learning about ablution, students immediately practice it.(Cibro et al., 2024)

According to Sudjana (2005), the role of the teacher as a mediator means that the teacher acts as an intermediary in the learning process, helping students understand the material more easily. At SDN 01 Bumi Sari, Islamic Religious Education (PAI) teachers have an important role as mediators, namely being mediators and guides in solving problems and building good communication between students, teachers and parents. The following is an example of the role: If a student experiences difficulties in worship or attitude, the teacher communicates with the parents to find a solution together.(Ahkami & Asy'ari, 2025)

According to Arikunto (2013), the teacher's role as an evaluator means that the teacher is responsible for assessing students' development and understanding in the learning process. Evaluation is carried out through various methods, such as tests, observations, and portfolio assessments, to measure student learning achievements. At SDN 01 Bumi Sari, if there are students who lack discipline, the teacher provides guidance based on Islamic teachings, for example reminding them of the importance of trust and responsibility.(Cyndy Aulia, Syarbaini Saleh, 2024)

This research has differences with several relevant previous studies. One of them is research conducted by **Nailul Mahfudhoh, Fita Mustafidah, and Qurroti A'yun** entitled *The Role of Islamic Religious Education Teachers in Developing Students' Disciplined Character at MTs Al-Ittihad Belung Poncokusumo District. Poor*. The similarity with this research is that they both discuss the role of PAI teachers in forming student discipline (Mahfudhoh et al., 2024). However, the difference lies in the educational level studied, where previous research was conducted at the MTs (middle school) level which has a more complex approach to discipline, while this research focuses on elementary school students which places more emphasis on forming basic habits such as punctuality and cleanliness.

In addition, research by **Nugrahani Dwi Antika and Badawi** entitled *The Role of Teachers in Forming the Character of Discipline and Manners in Class III Students of SD Negeri 05 Kelapa Tujuh* also has relevance. These two studies both highlight the role of teachers in shaping student discipline (Antika & Badawi, 2024). However, previous research was more general in discussing character education without focusing on religious education, while this research more specifically highlights the role of PAI teachers in forming student discipline with an approach based on Islamic values.

Other research that is also relevant is that conducted by **Nurul Sakinah, Amir Pada, and Hikmawati Usman** by title *The Role of Teachers in Instilling Disciplined Character in Elementary School Students in Pangkep Regency*. The similarity between this research and previous research is that they both examine the role of teachers in shaping students' disciplinary character (Sakinah et al., 2024). However, the difference lies in the approach used. Previous research focused more on habituating disciplinary behavior in general without integrating religious values, while this research emphasizes a disciplinary approach based on Islamic teachings.

Furthermore, research conducted by **Azzahra, Halida, R. Siti Pupu Fauziah, and Muhammad Ichsan** by title *The Role of PAI Teachers in Forming Class IV Disciplinary Character at SDN Cinagara 01* also has a connection with this research. These two studies discuss the role of PAI teachers in instilling discipline in elementary school students and both emphasize habituation methods and teacher example in improving student discipline (Azzahra et al., 2024). The difference lies in the scope, where previous research focused more on the role of PAI teachers in direct interaction with

students, whereas this research not only discusses the role of PAI teachers but also involves the role of parents in shaping student discipline.

Lastly, research by **Rohim, Abdur, and Muhammad Yusron Maulana El-Yunusi** entitled *Implementation of Moral Education in Shaping Students' Disciplinary Character at SD Dumas Surabaya* also has relevance. What they have in common is that they both focus on educating students' disciplinary character in elementary schools (Rohim & El-Yunusi, 2024). However, previous research has focused more on moral education in general, while this research is more specific on an Islamic religion-based approach. Apart from that, this research also emphasizes the involvement of PAI teachers and parents as the main factors in shaping student discipline at SDN 01 Bumi Sari.

## CONCLUSION

This research shows that the role of Islamic Religious Education (PAI) teachers is very significant in shaping student discipline at SDN 01 Bumi Sari. Through exemplary methods, habituation, and consistent application of rules, PAI teachers play a role in instilling disciplinary values in students. Factors that support the successful formation of discipline include the active role of teachers in providing motivation, collaboration with parents, and the application of learning methods that instill disciplinary values. However, this research also found challenges in this process, such as students' lack of awareness of the importance of discipline and minimal parental involvement in monitoring children's behavior at home.

In addition, this research identified that there are still some male students who do not comply with school rules, including smoking behavior carried out in the school environment. PAI teachers have an important role in dealing with this problem through approaches to guidance, advice, and strengthening moral and religious values. Even though there are still challenges, this research provides insight for educators, parents and schools to continue to improve strategies for developing student discipline in order to create a learning environment that is more orderly, healthy and conducive to students' academic and character development.

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