The Role of Teachers in Improving Student Discipline

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Abstract

This study aims to analyze the role of teachers in improving student discipline through the axiological approach of Islamic education. Using library research and School Action Research (SAR) methods along with a qualitative approach, data were obtained from recent and relevant literature sources. The results of the study show that teachers play a central role in shaping student discipline—as role models, mentors, and supervisors. The axiology of Islamic education emphasizes that discipline is not merely a set of rules, but an integral part of moral character (akhlaq). Through value-based learning, consistent supervision, and collaboration with parents, teachers can help students internalize the values of discipline. This research highlights the importance of teacher competence and consistency in shaping student discipline in accordance with Islamic values.

INTRODUCTION

Discipline is a fundamental element in education that plays a crucial role in shaping students' character, enhancing the effectiveness of the teaching and learning process, and preparing students to face future life challenges (Hasanah, 2022). Discipline not only governs individual behavior to comply with rules and procedures, but also represents a form of social responsibility that guides students toward an orderly and meaningful life (Firdaus, 2020). In the context of Islamic education, discipline carries additional value because it is grounded in morality and ethics rooted in the teachings of the Qur'an and the Sunnah. This is closely related to the axiology of Islamic education, which views education as a means to internalize values of goodness, morality, and social responsibility (Asy'ari, 2021).

Teachers play a central role in fostering student discipline. As authoritative figures and role models, teachers not only transfer knowledge but also serve as mentors who help students develop strong, disciplined character (Zahra, 2023). This role is especially important in Islamic education, where the teacher is regarded as uswatun hasanah—a good example to be followed by students. Through consistent discipline demonstrated in their daily behavior, teachers encourage students to emulate such conduct, so that discipline becomes part of their character (Amri & Rahman, 2021).

The implementation of discipline in schools cannot be separated from the axiological concept in Islamic education, which encompasses ethical values, morality, and the ultimate goals of education (Jalaluddin, 2020). Axiology emphasizes the value aspect in education, which serves to guide human beings toward goodness, so every educational process, including the cultivation of discipline, must be based on noble morals and goals. Islamic education aims not only to produce knowledgeable generations but also individuals with character and behavior that align with Islamic teachings (Azizah & Firmansyah, 2021). Therefore, in applying discipline, teachers must prioritize Islamic values, so that students are not merely obedient out of fear of punishment, but also understand the importance of discipline as part of good character.

In the modern era, many challenges arise in applying discipline in schools. The influence of media, social changes, and technological dynamics are factors that can hinder students' ability to be disciplined. In this context, teachers are required to adopt innovative approaches to instill disciplinary values in ways that are relevant and adaptive to today's student conditions (Setiawan,

2023). Through value-based learning methods, teachers can integrate disciplinary values into every aspect of learning. This approach aims to help students understand discipline not just as formal rules, but as part of character development that is beneficial to their lives (Nugroho, 2022).

Based on the above discussion, this study aims to analyze the role of teachers in enhancing student discipline through an approach aligned with the axiology of Islamic education. This research will explore various strategies employed by teachers to develop students' disciplined character, address existing challenges, and examine how collaboration with parents and the wider community can strengthen the character-building process.

METHODS

This study employs a qualitative approach using two primary methods: library research and school-based action research (Penelitian Tindakan Sekolah/PTS). These methods are selected to obtain an in-depth understanding of the teacher's role in enhancing student discipline through an approach grounded in Islamic educational values. By combining literature review and PTS, this research aims to provide a comprehensive picture of effective strategies for fostering student discipline and the challenges faced by teachers.

1. Research Design

This study adopts a descriptive qualitative research design, aiming to explore and understand the complex social phenomenon of student discipline in the context of Islamic education. The qualitative approach is deemed appropriate because the researcher seeks to delve into the meaning, values, and impact of discipline in students' everyday lives at school. According to (Creswell in Research Design, 2019), a qualitative approach is a method for understanding the meanings individuals or groups ascribe to social or human problems. It allows researchers to explore ideas, perceptions, opinions, or beliefs held by participants.

2. Library Research Method

Library research is conducted to collect relevant data and information from various literature sources related to the teacher's role in shaping student discipline. This research involves reviewing written sources such as journals, books, and scholarly articles published within the last five years (2019–2024). Literature sources are selected from valid and credible publications, particularly indexed journals, to ensure the accuracy and relevance of the data.
The library research was carried out through the following steps:
   a. Collection of Reference Sources: The researcher searches for and gathers relevant literature on the teacher's role, student discipline, and the axiology of Islamic education. The selected literature must have been published within the last five years to ensure the information is up to date.
   b. Literature Analysis: After collecting the literature, the researcher analyzes the content to identify key concepts related to student discipline, teacher strategies, and their relevance to the axiology of Islamic education. This analysis includes identifying the research methods used in previous studies, key findings, as well as any noted limitations or challenges.
   c. Literature Synthesis: The final step is synthesizing the results of the analysis to develop a theoretical framework that will serve as the basis for understanding and interpreting data in this study. Thus, library research plays a critical role in providing a foundational knowledge base and supporting the analysis within the context of the school-based action research.

3. School Action Research (SAR) Approach

School Action Research (SAR) is used as an additional method to observe and evaluate the direct implementation of the teacher's role in improving student discipline within the school environment. SAR is a form of action research focused on enhancing educational practices in

schools through collaboration between teachers, students, and researchers. According to ([Sagor, 2021](#)), SAR helps identify specific problems occurring in schools and develop practical strategies to address those issues.

The SAR process in this study consists of the following stages:

a. Planning: In this phase, the researcher and the teacher formulate an action plan to improve student discipline. This may include supervision strategies, motivational techniques, and reinforcement of disciplinary values in accordance with the principles of Islamic educational axiology.

b. Acting: This phase involves implementing the planned actions. The teacher applies the formulated strategies in daily learning activities, such as modeling punctuality, giving guidance, and consistently enforcing school rules.

c. Observing: At this stage, the researcher observes the implementation process. Qualitative data is collected through field notes, interviews, and discussions with both teachers and students to assess how effective the implemented strategies are in improving student discipline.

d. Reflecting: In the final stage, the researcher and teacher reflect together on the results of the implemented actions. This reflection aims to evaluate the effectiveness of the interventions, identify encountered challenges, and determine improvements for the next action cycle.

SAR allows this research to identify supporting and inhibiting factors in improving student discipline and to measure the real impact of the teacher's role in the process.

4. Data Analysis Techniques

The data were analyzed using qualitative analysis techniques. The steps in this analysis include data reduction, data presentation, and conclusion drawing:

a. Data Reduction: This is the process of selecting, focusing, and simplifying the data to obtain relevant information. Data collected from observations, interviews, and field notes were identified according to the main themes of the study.

b. Data Presentation: The reduced data were then presented in the form of narrative descriptions, tables, or diagrams, allowing clear patterns or relationships between data to emerge.

c. Conclusion Drawing: Based on the presented data, the researcher drew conclusions supported by previous research findings obtained through library research. These conclusions provide a comprehensive overview of the effectiveness of the teacher's role in improving student discipline.

RESULTS AND DISCUSSION

This study examines the role of teachers in enhancing student discipline by applying the axiological approach of Islamic education. Axiology in Islamic education emphasizes moral values, ethics, and educational goals as key aspects in shaping students' personality and character. Based on literature analysis, the findings of this study indicate that the teacher's role in improving student discipline includes several key aspects: serving as a role model, mentor, supervisor, and integrator of discipline-related values into the teaching and learning process.

1. Teachers as Role Models of Discipline Based on Islamic Values

The main finding shows that teachers who are disciplined and demonstrate good behavior become role models for students, who view teachers as authoritative figures and role models ([Amri & Rahman, 2021](#)). In the context of Islamic educational axiology, teachers serve as *uswatun hasanah* or exemplary figures who instill values of discipline through their daily attitudes, words, and actions. Research by [Zahra](#) (2023) affirms that when teachers consistently display disciplined behaviors such as punctuality, adherence to rules, and responsibility in teaching, students tend to

imitate and adopt these attitudes. This aligns with the goals of Islamic education, which not only teaches knowledge but also emphasizes the practice of moral values.

2. Value-Based Learning to Internalize Discipline as Morality

The next finding shows that the implementation of value-based learning helps students internalize discipline as part of good character. In a study by Azizah and Firmansyah (2021), it was found that students more easily understand the concept of discipline when the values are explained in contexts relevant to daily life and grounded in Islamic teachings. Teachers who consistently instill values such as patience, responsibility, and honesty help students see discipline not merely as obedience to rules but as a noble moral trait. This supports the axiological goal of Islamic education, which is to form individuals who are ethical and possess noble character in accordance with the teachings of the Qur'an and Sunnah.

3. Consistent Supervision and Guidance

In addition, the findings show that consistent supervision and guidance from teachers are crucial in building student discipline. (Setiawan, 2023) notes that students who receive guidance and supervision from teachers tend to be more disciplined, especially when teachers provide constructive feedback and positive motivation. In Islamic educational axiology, teacher guidance is seen as part of *tarbiyah* or moral education, in which teachers guide students' behavior according to the values taught in Islam. Thus, students not only understand the rules they must follow but also the moral reasons behind those rules, making discipline more likely to be applied consistently.

4. Collaboration with Parents in Building Discipline

Collaboration between teachers and parents was also found to play a significant role in strengthening student discipline. According to Nugroho (2022), when parents and teachers work together to implement discipline values both at home and at school, students experience consistency in the education they receive. This helps students more easily understand and internalize the values of discipline. Islamic educational axiology emphasizes that the responsibility for character development lies not only in the hands of teachers but also with parents, who must support the educational efforts carried out at school. With this collaboration, students are more likely to demonstrate sustained discipline both in the school environment and at home.

5. Challenges and Strategies for Overcoming Discipline Issues in the Digital Era

The findings also indicate that one of the biggest challenges faced in improving student discipline is the influence of technology and social media, which distract students from the learning process. Firdaus (2020) notes that many students struggle to concentrate due to the temptation of gadgets and easy access to the internet. In addressing this challenge, teachers must be able to apply innovative approaches, such as utilizing technology as a learning tool that aligns with Islamic values. In Islamic educational axiology, technology can be used as a medium to instill discipline values through engaging and relevant content for students. With the right approach, technology can become a tool that supports discipline, rather than disrupt it.

CONCLUSION

The Role of Teachers in Enhancing Student Discipline Through the Axiology of Islamic Education Teachers play a crucial role in improving student discipline by applying the values of Islamic education axiology. As role models, mentors, and supervisors, teachers can teach discipline not only as a formal rule but as part of ethics that reflect Islamic values such as responsibility, honesty, and perseverance. With collaboration between teachers and parents and a value-based learning approach, student discipline can be more effectively and meaningfully developed. Despite challenges, particularly from the influence of technology, the consistent and innovative role of teachers can still create a learning environment that supports the formation of students' character, ensuring they develop noble morals in line with the objectives of Islamic education.

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