

Implementation of Discipline Values for the Learning Success of Upper Elementary School Students at MI Darul Hikmah Agung Jaya

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Abstract. This study aims to describe the implementation of discipline values and the obstacles faced at MI Darul Hikmah Agung Jaya. Using a descriptive qualitative approach, data were collected from teachers, students, and parents through interviews, observations, and documentation, then analyzed through data reduction, display, and conclusion drawing. Data validity was ensured by triangulation of techniques and sources. The findings show that teachers instill discipline values through two main techniques. First, external control, in which teachers give warnings, threats, or punishment to undisciplined students and provide rewards or praise to those who obey the rules. For example, students who consistently complete homework may receive additional grades or verbal appreciation. Second, teachers also become role models, demonstrating punctuality, neat appearance, polite language, and respectful attitudes, thereby fostering discipline by example. Furthermore, teachers apply cooperative control, emphasizing collaboration and agreements between teachers and students. This approach promotes tolerance, respect, and responsibility by involving students in creating and maintaining classroom rules. However, some obstacles were identified. Teachers were sometimes less assertive in enforcing discipline, and limited variation in teaching methods led to student boredom. In addition, inadequate attention, motivation, and parental support negatively influenced students' discipline, resulting in lateness, incomplete assignments, and other undisciplined behaviors.

Keywords: Discipline values; Teachers' role; Role model; Parental support; Qualitative study

1. Introduction

The progress of a nation is determined by the quality of its human resources, which is supported in part by education [1]. Education is the main key to building the future of a nation because it can broaden horizons and increase competitiveness. Law No. 20 of 2003 article 3 emphasizes that education serves to develop the potential of students to become people of faith, knowledgeable, skilled, creative, independent, and responsible. Schools not only serve as places for the transfer of knowledge, but also as a forum for shaping the character and discipline of students ([2]; [3]).

Discipline is part of education that serves to shape orderly, organized, and rule-abiding behavior. The moral decadence that occurs in society, including in the school environment, is proof of the importance of instilling the value of discipline from an early age. According to Charles, discipline is a school rule that aims to create tranquility and regular learning habits. Factors that influence discipline include self-awareness, compliance with rules, educational tools, and punishment as a means of awareness [4]. Research results show that learning discipline is positively correlated with student achievement [5].

Initial observations at MI Darul Hikmah Agung Jaya show that the discipline of upper-class students is still low, as evidenced by tardiness, disorderly behavior during ceremonies, leaving the classroom without permission, and poor school hygiene. Teachers' strategies for instilling discipline are also not optimal because they emphasize punishment but are not effective in deterring misbehavior. As a result, student learning outcomes also varied—some were disciplined and high achievers, while others were low achievers. Based on this, this study is titled “The Implementation of Discipline Values for the Learning Success of Upper Grade Elementary School Students at MI Darul Hikmah Agung Jaya.”

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2. Preliminaries or Related Work or Literature Review

Discipline

Discipline comes from the Latin word *disciplina*, which means command and student, and is defined as the practice of self-control and creating order [6]. According to [7], discipline is the sense of responsibility of students to obey school rules, while [8] refers to it as selfless compliance with applicable regulations. According to statement of [9] emphasize that discipline helps students adapt to the demands of their environment. However, exclusive disciplinary practices risk lowering achievement [10], so a restorative approach is considered more appropriate for forming social connections [11]. Research by [12] even shows that discipline is also influenced by race and socioeconomic status. From an Islamic perspective, discipline is emphasized in the Qur'an, Surah Al-'Ankabut, verse 45, about prayer that prevents evil, as well as the hadith of the Prophet which emphasizes the importance of making use of time when one is healthy and alive before illness and death (HR. Bukhari, Kitab Ar-Riqaq).

The purpose of discipline is to develop self-control and a conducive learning atmosphere, not merely punishment, which often has no deterrent effect [13]. Self-discipline helps students find their identity, prevent behavioral problems, and create a productive classroom [14]. Factors that influence discipline include internal factors, such as disposition, mindset, and motivation, as well as external factors in the form of habits and the family, school, and community environment [15]. Indicators of student discipline can be seen in punctuality, compliance with dress codes and attributes, accuracy in completing tasks, and obedience to orders [9]. Thus, discipline plays an important role in character building and academic achievement of students.

Learning Success

Learning is the main process in education that aims to develop the potential of students through active interaction with their environment [16]. According to Soemanto, learning is an active process that involves both physical and mental activities [17], while Piaget emphasizes that knowledge is formed through continuous interaction with the environment [18]. Learning success can be understood as the results achieved after the learning process, which are reflected in learning achievements in the form of changes in knowledge, attitudes, and skills [19]. Contemporary studies show that learning success is closely related to active learning strategies, student engagement, and affective factors such as learning satisfaction and self-efficacy, which influence academic achievement [20]. The Islamic perspective also emphasizes that learning success is inseparable from motivation, as explained in QS. Al-Insyirah verses 5-6 and the Prophet's hadith about the importance of sincerity and strength in seeking knowledge (HR. Muslim).

The goal of learning success is to bring about positive changes in students, both in terms of knowledge, understanding, skills, and attitudes [14]. Education is considered successful when learning outcomes reflect positive developments in students, which are useful for increasing knowledge, expanding skills, and forming better views and attitudes. Indicators of learning success include: (a) high absorption of material, both individually and in groups, and (b) the achievement of behaviors that have been set in the teaching objectives [21]. Thus, learning success is not only seen from academic grades but also from the holistic changes in students in the educational process.

3. Proposed Method

This study uses a descriptive qualitative approach with a field research type that focuses on the implementation of disciplinary values in the learning success of upper-level students at MI Darul Hikmah Agung Jaya. The qualitative approach was chosen because it is easier to adapt to the reality in the field, allows direct interaction with respondents, and is sensitive to factors that influence the research object [22]. The research was conducted in grades IV, V, and VI of MI Darul Hikmah Agung Jaya, Agung Jaya Village, Banjar Margo District, Tulang Bawang, from September to December 2024. The research procedure included the planning stage (field exploration, design, permission, selection of informants), the implementation stage (data collection through observation, interviews, and documentation), and the analysis stage (reduction, presentation, and conclusion drawing). The informants consisted of the Madrasah Principal, fourth to sixth grade teachers, and parents of students.

The research data consisted of primary data in the form of interview and observation results, as well as secondary data in the form of school documents (rules, profiles, grades, infrastructure, vision and mission, and other archives) [23]. Data collection techniques used in-depth interviews, direct observation, and documentation [24]. Data validity was tested through triangulation of sources, methods, and theories, as well as member checks and confidentiality of information [23]. Data analysis followed the stages of reduction, narrative

presentation, and conclusion drawing/verification so that the results obtained were credible. Thus, this research method is expected to provide a comprehensive picture of the implementation of discipline values in supporting student learning success.

4. Results and Discussion

Instilling values of discipline

Instilling Discipline Values through External Control Techniques

External control techniques emphasize instilling discipline through supervision by teachers and principals. This takes the form of threats, punishments, and rewards for student behavior. Based on the results of the study, teachers at MI Darul Hikmah Agung Jaya tend to only give warnings or instructions without physical sanctions when students violate discipline during the flag ceremony, even though theory emphasizes the importance of order as a behavior controller. In the learning process, teachers reprimand undisciplined students in accordance with view that learning discipline means following activities according to the rules[25]. The imposition of punishment is more educational in nature, in line with Rahmawati & Hasanah [26], who emphasize the importance of sanctions in shaping a disciplined character. In addition, teachers give rewards such as gifts to students who diligently do their homework or extra credit to those who are highly disciplined, in accordance with Ansori and Wati [27] and , who state that rewards can motivate and increase enthusiasm for learning.

Instilling Discipline Values through the Cooperative Control Technique

The cooperative control technique emphasizes cooperation between teachers and students in establishing discipline. Teachers involve students in creating learning contracts, class rules, and sanctions for violations that are mutually agreed upon. This approach is in line with Sobri et al. (2019:61–71)[28], who state that clear and agreed-upon school rules will create an orderly and conducive learning atmosphere, as well as Heilmann et al. (2021)[29], who emphasize the importance of humane punishment. In addition, teachers foster discipline through group work that trains students in caring, tolerance, and mutual respect (Sari et al., 2022)[30]. Students are also encouraged to follow rules based on mutual agreement, in line with Utari (2023) [31], who states that class agreements effectively build positive discipline through consequences in the form of constructive activities, rather than punishment. Thus, these two techniques complement each other in instilling the value of discipline in students, both through external control and internal collaboration.

Obstacles encountered in implementing the values of student discipline

Obstacles in instilling values of discipline in students do not only come from the students themselves, but also from teachers and parents. Teachers who often arrive late to school have a negative impact because students tend to imitate their teachers' behavior, even though teachers should be role models of discipline. In addition, ineffective learning in the classroom affects time discipline, so that the material is not delivered optimally. Another external factor is the lack of attention, motivation, and support from parents, which causes students to be late, neglect their assignments, or not do their homework. Thus, the successful instilling of discipline requires the joint role of teachers, parents, and students.

5. Conclusions

Based on the results of the study, it can be concluded that the instilling of disciplinary values at MI Darul Hikmah Agung Jaya is carried out through the technique of external control by giving threats or punishments to students who violate the rules and rewards to those who obey, as well as through the example set by teachers in terms of punctuality, neatness in dress, speech, and mutual respect. In addition, teachers apply the technique of cooperative control by promoting cooperation and mutual agreement between teachers and students, which fosters tolerance, appreciation, and mutual respect. However, there are obstacles in the form of a lack of firmness on the part of teachers in disciplining students, a lack of variety in teaching methods, which causes students to quickly become bored, and a lack of attention, motivation, and support from parents, which causes some students to still lack discipline..

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