

# THE EFFORTS OF SOCIAL STUDIES TEACHERS TO ENHANCE STUDENT DISCIPLINE THROUGH AN INDEPENDENT APPROACH AT MTSN 2 DELI SERDANG

Giva Nisa Pangesti Br Tarigan <sup>a\*)</sup>, Ponidi <sup>a)</sup>

<sup>a)</sup> Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

<sup>\*)</sup> Corresponding Author: [givapangesti0909@gmail.com](mailto:givapangesti0909@gmail.com)

**Article history:** received 21 January 2025; revised 02 February 2025; accepted 04 March 2025

**DOI:** <https://doi.org/10.33751/jhss.v9i1.11750>

**Abstract.** This study aims to analyze the role of teachers in promoting student discipline through various teaching strategies and educational approaches. Discipline is a fundamental element of educational success; thus, it is essential to understand how teachers can serve as role models, mentors, and motivators in shaping students' disciplinary character. A qualitative approach was employed in this study, utilizing literature review techniques and descriptive analysis. Data were gathered from diverse sources, including academic journals, scholarly books, and prior research relevant to the topic. The findings indicate that teachers can effectively enhance student discipline by applying positive reinforcement, fostering a conducive learning environment, and implementing clear and consistent rules. Moreover, involving students in the formulation of classroom regulations and adopting a democratic approach in classroom management have proven effective in instilling a sense of responsibility and self-discipline. Engaging and varied teaching methods also contribute to the natural development of discipline, reducing the need for coercion. In conclusion, the teacher's role in cultivating discipline extends beyond rule enforcement; it encompasses exemplary behavior, motivational guidance, and the creation of a supportive learning atmosphere. When implemented with the right strategies, discipline becomes internalized among students, positively influencing their academic performance and character development in the long term.

**Keywords:** teacher's role; student discipline; reinforcement; learning approach; positive reinforcement

## I. INTRODUCTION

Teachers have a very important role in shaping the character and discipline of students, because discipline is one of the important aspects in the success of education. In improving student discipline, teachers not only function as teachers, but also as role models, mentors, and motivators. One of the efforts that teachers can make is to implement a *reinforcement* system or positive behavior reinforcement [1].

As an educator, teachers have an important role in shaping students' character and discipline. Through an independent approach, teachers not only provide rules, but also guide students to understand and apply discipline with their own awareness. To instill discipline in students, teachers must be role models in their daily lives. A disciplined attitude shown through arriving on time, dressing neatly, speaking politely, and completing tasks well will provide a real example for students. Students tend to imitate the behavior of their teachers, so exemplary behavior is a major factor in building independent discipline. In addition, the application of a democratic and humanist approach is also important. Teachers can give students limited freedom so that they are responsible for their own actions and understand the consequences of each action without always being pressured by punishment [2].

Guiding students in developing discipline awareness is also the main task of teachers. This can be done by teaching the importance of discipline through discussion, reflection, and real examples. Involving students in developing class rules is also an effective step so that they feel responsible for the discipline. In addition, providing motivation and positive reinforcement is very important to foster the spirit of discipline in students. Teachers can appreciate students who show a disciplined attitude, either through verbal praise or simple awards. For students who have difficulty in implementing discipline, moral support from teachers can help them to keep trying [3].

Interesting and structured learning methods also play a role in instilling discipline naturally. Teachers should create a conducive learning atmosphere so that students can more easily adapt to the rules applied. The use of varied learning methods, such as discussions, simulations, or group projects, can help students be more involved in the learning process without feeling burdened. In addition, establishing good communication with students and parents is also an important factor. The teacher acts as a companion who listens to students' complaints or obstacles in applying discipline and works with parents to ensure that disciplinary values are also applied at home [4].

Finally, regular evaluation and reflection need to be done to ensure the effectiveness of the methods applied in improving student discipline. Teachers should always reflect on the approach used and adjust it to the needs of students so that the learning process becomes more effective and discipline can be well internalized. With these various strategies, it is expected that students can develop a disciplined attitude that is not only limited to the school environment, but also in their daily lives [5].

Through an independent approach, the teaching profession not only acts as a rule-giver but also as a guide and motivator who helps students understand the importance of discipline in their lives. Thus, discipline does not only become a forced habit, but arises from students' personal awareness [6].

*Reinforcement* can be in the form of giving praise, awards, or certain responsibilities to students who show discipline. Research conducted by Basti Sikha et al. (2014) shows that the consistent use of *reinforcement* in physical education, sports and health learning can create a conducive environment and significantly improve student discipline. By rewarding good behavior, students become more motivated to obey the rules and show discipline [7].

In addition, teachers can improve student discipline by implementing clear and consistent rules. These rules are not only made by the teacher, but also involve students in the formation process. Involving students in the making of the rules helps instill a sense of responsibility and ownership of the rules, so they are more likely to abide by them [1].

Teachers can discipline students in the classroom by implementing several strategic steps. One of the first steps is to start the class with a consistent routine, such as praying before learning, taking attendance, and giving an introduction before getting into the main material. These routines help students prepare themselves mentally and focus more on learning. In addition, teachers need to apply interesting and interactive learning models, for example by using discussion methods, presentations, educational games, or project-based learning. With varied methods, students become more enthusiastic and disruption or undisciplined behavior in the classroom can be minimized [4].

It is also important for teachers to set firm but flexible learning rules. Examples of rules that can be applied are the prohibition of talking when the teacher or friends are talking and the obligation to complete assignments on time. If a student violates the rules, the teacher should give a reprimand that is educational in nature without bringing the student down mentally. To instill a sense of responsibility, teachers can assign certain roles to students, such as being a group leader, recording discussion results, or supervising class cleanliness. Thus, students are accustomed to being responsible and learning discipline independently without always being directed by the teacher [8].

Creating a comfortable and conducive learning atmosphere also plays an important role in improving student discipline. Teachers can arrange the classroom to be neat and comfortable so that students feel at home and concentrate more easily. In addition, a stressful learning environment should be avoided so that students do not feel afraid or forced

to be disciplined. Providing positive reinforcement is also an effective strategy. Teachers can give appreciation to students who are disciplined, either in the form of praise, extra points, or small awards. In this way, students will be more motivated to understand that discipline brings benefits to their own development.

Finally, evaluation and reflection in learning need to be done to assess the effectiveness of the strategies applied. Teachers can invite students to reflect at the end of the lesson by asking about the obstacles they face in learning and how they can be more disciplined. Based on the evaluation results, teachers can adjust the learning strategy to be more effective in improving student discipline. By implementing these steps, teachers can help students build discipline independently through an effective and fun learning process.

## II. RESEARCH METHODS

This research uses a qualitative approach with a descriptive research type. This approach was chosen to gain an in-depth understanding of the role of teachers in improving student discipline through various strategies implemented in the classroom. The research was conducted in a junior high school (SMP) that has implemented strategies to improve student discipline. The research subjects consisted of teachers, especially certain subject teachers and homeroom teachers, students who experienced improvement or difficulty in discipline, and parents to see the extent of the role of collaboration between schools and families in shaping student discipline [9].

To obtain valid and comprehensive data, several data collection techniques were used. Observations were made by directly observing how teachers implement strategies in improving student discipline in the classroom, as well as recording various student behaviors during the learning process. In addition, interviews were conducted with teachers, students, and parents to dig deeper into their experiences and views on the methods applied. Documentation was also used as a complement, by collecting academic records, school regulations, and teachers' reflective reports or journals related to the implementation of discipline strategies.

Data analysis is done by data reduction, data presentation, and conclusion drawing. Data obtained from observations, interviews, and documentation will be reduced to find relevant patterns. Furthermore, the data will be presented in descriptive form to illustrate how the applied strategy affects student discipline. Finally, conclusions will be drawn based on the main findings, as well as adjusted to the theory and previous research to gain a more comprehensive understanding of the role of teachers in building student discipline in the classroom.

## III. RESULTS AND DISCUSSION

In the discussion of the research results regarding the efforts of social studies teachers in improving the discipline of students in class VIII at Madrasah Tsanawiyah Negeri 2 Deli Serdang, it can be explained by Mr. Ando, S.Pd, that

teachers have several strategies that are applied to improve student discipline. Based on the results of observations and interviews conducted during the research, social studies teachers at the school implement several approaches that focus on strengthening character and forming disciplinary habits.

First, social studies teachers utilize the exemplary approach as one of the main efforts. Teachers who arrive on time, obey the rules that apply at school, and provide examples of positive behavior are considered to have a major influence on student discipline. This is in accordance with the results of research conducted by Pratama et al. (2022) who found that teacher exemplary is very important in shaping students' disciplinary behavior, because students tend to imitate the attitudes and behaviors shown by their teachers. Social studies teachers in Madrasah Tsanawiyah Negeri 2 Deli Serdang also try to always show a firm but wise attitude in managing the class, which has an impact on increasing student discipline [10].

In addition, social studies teachers also implement a *reward* and *punishment* system to foster students' sense of responsibility for their behavior. Rewarding students who show discipline, such as giving praise or even additional grades, is considered effective in motivating students to maintain their disciplinary behavior. Conversely, sanctions given to students who violate school rules also serve to provide learning to students regarding the consequences of their actions. In this case, research by Darajat et al. (2019) showed that appropriate and fair sanctions, as well as consistent rewards, can improve student discipline in the classroom [11].

Not only that, social studies teachers at Madrasah Tsanawiyah Negeri 2 Deli Serdang also actively involve students in the preparation of class rules. This process gives students a sense of belonging to the existing rules, so they are more likely to comply with the rules. The results of a study by Ma'arif (2018) support these findings, which revealed that students who are involved in drafting school rules have higher discipline because they feel responsible for the rules they make together with the teacher [12].

Social studies teachers also use an open communication approach with students, so that students feel comfortable to express the problems they face. This is proven to help teachers find out the causes of discipline problems that occur in students. Students who feel heard and valued by their teachers tend to be more disciplined because they feel there is attention given to their personal development. This approach is in line with the findings of Prayitno & Maya (2019) which state that effective communication between teachers and students can increase students' motivation to comply with existing regulations [7].

In addition, social studies teachers also conduct periodic evaluations of the strategies implemented to improve student discipline. This evaluation is done by discussing with students about the rules and their impact on their personal development. Continuous evaluation helps teachers in knowing whether the approach used has been effective or needs to be adjusted. This is also in accordance with research conducted by

Pahliwandari (2016), which emphasizes the importance of continuous evaluation in improving the effectiveness of student discipline implementation [13].

Thus, according to Mrs. Atikah Mahfuza Pangat, S.Pd, the efforts of social studies teachers in improving the discipline of class VIII students at Madrasah Tsanawiyah Negeri 2 Deli Serdang involve various strategies that support each other, such as exemplary, *reward* and *punishment* system, making rules with students, open communication, and periodic evaluation. All of these efforts aim to create an environment that supports the development of disciplined and responsible student characters.

#### A. *Problematics of increasing student discipline in Class VIII at Madrasah Tsanawiyah Negeri 2 Deli Serdang*

Improving student discipline at the junior high school (SMP) level often faces various complex problems. One of the main problems is the lack of consistent application of rules by the school. Research conducted by Wardana et al. (2020) showed that effective student management, including the implementation of clear and consistent rules, plays a significant role in improving student discipline. However, inconsistent implementation can result in students not understanding and complying with existing regulations [14].

In addition, the involvement of teachers in fostering discipline is also a challenge. Teachers who do not set a good example or do not enforce discipline firmly may cause students not to appreciate the importance of discipline. Research published in the *Journal of Character Education* revealed that teachers who prepare structured rule documents, provide good examples, and implement a fair *reward* and *punishment* system can improve student discipline. However, the lack of commitment from teachers in implementing this can be an obstacle in the formation of disciplinary character in students.

Another influencing factor is a less conducive learning environment. An unsupportive environment, such as inadequate facilities or an unruly classroom atmosphere, can hinder efforts to improve discipline. Research conducted by Arista et al. (2023) showed that a good learning environment has a positive effect on improving student achievement and discipline. Therefore, it is important for schools to create an environment that supports the learning process and student character building [15].

Lack of parental involvement in children's education is also problematic. Parents who are not active in monitoring and guiding children's behavior at home can cause students to lack discipline at school. Research published in the *Journal of Social Education and Counseling* emphasizes the importance of synergy between parents and teachers in student discipline character education. Without support from parents, school efforts in improving student discipline will be less than optimal [1].

Finally, the lack of an effective guidance and counseling program in schools can be an obstacle in improving student discipline. Poor guidance services prevent students from getting the direction and support needed to develop disciplinary behavior. Research published in the *Journal of Teacher Professionals* shows that group guidance services are

able to increase students' awareness of the importance of discipline, especially in terms of arriving on time at school. Therefore, schools need to ensure that guidance and counseling programs run effectively to help students overcome discipline problems.

By understanding these problems, it is hoped that schools, teachers and parents can work together to formulate effective strategies to improve student discipline at the junior high school level.

The question was reinforced by Mr. Ando, S.Pd as a teacher in class VIII. "In class VIII there is an increase in discipline but if the problem is I think it is very minimal but if the level of discipline is only a matter of a few minutes in class, no one skips class, I think in class VIII the character of the child is still manageable, because when entering this school there is an academic test, in addition to the academic test there is also an interview test, an interest talent test from a psychologist has been carried out, so the children already understand the problem of discipline is good, if the indiscipline I think it is very minimal. For example, every morning at 7 o'clock it's quiet, at most a few are late."

The question was reinforced by Mrs. Atikah Mahfuza Pangat, S.Pd as a counseling teacher.

"Problems in improving student discipline, for example, we cannot be 24 hours with students so it's like where he is at home or his habits at home, we have to bring it to school, it must be hard, maybe the problem is there, but at home he might wake up in the morning, go to school, maybe his parents are not strict, while we at school have rules that must be followed."

It turns out that discipline in class VIII is still a lot of violations, there is still a lack of students who obey the rules that have been applied because students still do not have an awareness of what the importance of discipline is with that the teacher should be able to encourage his students better.

After that the researcher also interviewed several class VIII students, as for the responses given by a student named Muhammad Rafli about the problems of increasing the discipline of class VIII students of MTsN 2 Deli Serdang.

"There are some students who continue to repeat mistakes and do not follow the rules at school even though they have been punished."

As for the responses from class VIII students named Siti Aisyah about the problems of increasing the discipline of class VIII students of MTSN 2 Deli Serdang

"In my opinion, student discipline still occurs a lot in the classroom or outside the classroom, when in the classroom many students are still undisciplined, so that teaching and learning activities are disrupted and ineffective."

The responses from VIII grade students named Dwi Ayunda about the problems of increasing the discipline of VIII grade students of MTSN 2 Deli Serdang

"In my opinion, there are still snacks in the canteen during class hours, ready to take a break, late for class, eating in class, the problem is what often happens."

#### *B. Solutions in Improving the Discipline of Class VIII students at Madrasah Tsanawiyah Negeri 2 Deli Serdang*

Based on the observations made, it can be concluded that students in class VIII of MTSN 2 Deli Serdang show excellent discipline in various aspects of their lives at school. They come on time, obey class rules, are focused and active in learning, as well as showing a polite attitude and respect for their friends. In addition, they are also disciplined in practicing worship and maintaining religious values in their daily lives.

The first solution is the application of a more personal approach from the teacher to students. Teachers at Madrasah Tsanawiyah Negeri 2 Deli Serdang try to get to know the character of each student individually in order to provide an approach that suits their needs. This personal approach helps teachers to better understand the factors that influence student discipline, both from a psychological, social, and academic perspective. Research by Nurdin (2021) revealed that an intensive personal approach between teachers and students can create a better relationship, so that students feel more valued and tend to be more disciplined in carrying out existing rules at school [2].

Another solution is to provide more structured training and learning about the importance of discipline. Teachers conduct guidance sessions that discuss the benefits of discipline in daily life as well as its impact on students' future. In these sessions, students are given the opportunity to discuss and give their opinions on the importance of discipline. With a deeper understanding, students are expected to be more motivated to comply with existing regulations at school. This is in accordance with the findings described by Arifin (2017), who stated that students' understanding of the positive impact of discipline on their lives will make them more committed to discipline.

Teachers also implement a positive reinforcement system in the form of *rewards* for students who show disciplined behavior. Praise, additional grades, or other awards are given to students who always arrive on time, obey school rules, and show a disciplined attitude in daily activities. Conversely, fair sanctions for students who violate the rules are also applied to provide a deterrent and learning effect. consistent application of the *reward and punishment* system can strengthen students' motivation to maintain their disciplinary attitude [6].

In addition, involving parents in the process of forming student discipline is also an important solution. Teachers hold regular meetings with parents to discuss their children's discipline development and provide support in forming disciplinary habits at home. Collaboration between schools and parents in monitoring student discipline will strengthen students' awareness of the importance of discipline, both at home and at school. Research by Muslihun et al. (2019) also showed that parental support in students' character development plays an important role in improving their discipline [8].

In addition, regular evaluation is also a solution implemented by the school. Teachers regularly evaluate the effectiveness of the discipline system and find out which aspects need to be improved or adjusted. Students are also



invited to participate in this evaluation process, by providing input on the existing rules and how discipline is implemented at school. With continuous evaluation, teachers can find out the development of student discipline and determine more appropriate steps to improve discipline in the future. This is in line with the findings of Wijaya & Fadilah (2018), who emphasized the importance of evaluation in improving the quality of education and student discipline.

#### IV. CONCLUSIONS

This research reveals that the role of teachers in improving student discipline is very significant, not only through the application of rules, but also through exemplary, motivation, and the creation of a conducive learning environment. The use of positive reinforcement, student involvement in the formulation of rules, and interesting learning methods have proven effective in building discipline awareness independently. In addition, the democratic approach in classroom management has a positive impact on students' sense of responsibility for the rules applied. Recent findings in this study suggest that the effectiveness of discipline strategies depends not only on teachers but also on the synergy between teachers, students and the surrounding environment, including the role of parents. With good communication between school and family, the values of discipline applied at school can be reinforced in students' daily lives. Future research can focus on the implementation of technology in improving student discipline, such as the use of student behavior monitoring applications or gamification strategies in learning. In addition, empirical research with a quantitative approach can be conducted to measure the specific impact of various discipline reinforcement methods on students' academic and character outcomes in the long run. Thus, the results of future research can provide further recommendations for educators in building a more effective and sustainable discipline system.

#### REFERENCES

- [1] W. Warmidianti, A. Asrori, and Y. H. Imamah, "Fungsi Manajemen Kepala Madrasah dalam Meningkatkan Kinerja Guru di Madrasah Aliyah Hidayatul Mubtadiin," *UNISAN JURNAL*, vol. 2, no. 2, pp. 511–520, Feb. 2023, Accessed: Mar. 22, 2025. [Online]. Available: <http://journal.an-nur.ac.id/index.php/unisanjournal/article/view/1077>
- [2] J. R. Nurhidayatullah and A. Bahrodin, "Pengaruh Keteladanan Guru terhadap Kedisiplinan Siswa," *TARBAWIYAT*, vol. 3, no. 01, pp. 30–46, Jun. 2024, doi: 10.62589/STAIAS.TBW.2024.06.4.
- [3] B. W. Gunawan, I. Irhamudin, and M. Z. Arifin, "Peran Guru Pendidikan Agama Islam dalam Meningkatkan Kedisiplinan Siswa di SMAN 1 Punggur," *Berkala Ilmiah Pendidikan*, vol. 4, no. 1, pp. 13–23, Mar. 2024, doi: 10.51214/BIP.V4I1.845.
- [4] M. Munif, F. Rozi, and S. Yusrohlana, "Strategi Guru dalam Membentuk Karakter Siswa melalui Nilai-nilai Kejujuran," *FONDATIA*, vol. 5, no. 2, pp. 163–179, Sep. 2021, doi: 10.36088/fondatia.v5i2.1409.
- [5] T. U. Briliantara and H. Salim, "Peran Guru Pendidikan Agama Islam dalam Mendidik Karakter Disiplin Peserta Didik di SMP Negeri 3 Purwodadi," *Didaktika: Jurnal Kependidikan*, vol. 13, no. 2, pp. 1935–1944, May 2024, doi: 10.58230/27454312.607.
- [6] S. Khodijah and H. R. Halili, "Strategi Guru PAI dalam Membentuk Akhlakul Karimah Siswa dengan Pembiasaan Kegiatan Keagamaan di MI Nurul Fatah Wonomerto Probolinggo," *LECTURES: Journal of Islamic and Education Studies*, vol. 2, no. 1, pp. 32–43, Feb. 2023, doi: 10.58355/lectures.v2i1.21.
- [7] F. Prayitno and R. Maya, "Upaya Guru Pendidikan Agama Islam dan Budi Pekerti dalam Meningkatkan Motivasi Belajar Siswa di SMP Negeri 2 Dramaga Bogor Tahun Ajaran 2018/2019," *Prosa PAI: Prosiding Al Hidayah Pendidikan Agama Islam*, vol. 2, no. 1B, pp. 246–258, Dec. 2019, doi: 10.30868/PPAI.V2I1B.587.
- [8] M. Muslihun, M. Sarbini, and A. Maulida, "Peran Guru Pendidikan Agama Islam (PAI) dan Budi Pekerti dalam Meningkatkan Kedisiplinan Ibadah Shalat Berjamaah Siswa di SMPIT Al-Hidayah Bogor Tahun Ajaran 2018-2019," *Prosa PAI: Prosiding Al Hidayah Pendidikan Agama Islam*, vol. 2, no. 1B, pp. 259–268, Dec. 2019, doi: 10.30868/PPAI.V2I1B.588.
- [9] F. Rasyid, *Metodologi Penelitian Kualitatif dan Kuantitatif: Teori, Metode, dan Praktek*. Kediri: IAIN Kediri Press, 2022.
- [10] A. R. Pratama, I. Iswandi, A. Saputra, R. H. Hasan, and A. Arifmiboy, "Pengaruh Model Pembelajaran Learning Cycle 5E terhadap Aktivitas Belajar Pendidikan Agama Islam dan Budi Pekerti di SMA Negeri 4 Kota Bukittinggi," *CENDEKIA: Jurnal Ilmu Sosial, Bahasa dan Pendidikan*, vol. 3, no. 1, pp. 16–28, Dec. 2022, doi: 10.55606/cendekia.v3i1.642.
- [11] R. Darajat, M. H. Ginanjar, and U. Wahidin, "Upaya Guru Pendidikan Agama Islam (PAI) dan Budi Pekerti dalam Meningkatkan Prestasi Akademik Peserta Didik Pada Mata Pelajaran PAI dan Budi Pekerti (Studi di SMAN 4 Bogor Tahun Ajaran 2018/2019)," *Prosa PAI: Prosiding Al Hidayah Pendidikan Agama Islam*, vol. 1, no. 2, pp. 75–86, Mar. 2019, doi: 10.30868/PPAI.V1I2.412.
- [12] M. A. Ma'arif, "Analisis Strategi Pendidikan Karakter Melalui Hukuman Preventif," *Ta'allum: Jurnal Pendidikan Islam*, vol. 6, no. 1, pp. 31–56, Mar. 2018, doi: 10.21274/taalum.2018.6.1.31-56.
- [13] R. Pahliwandari, "Penerapan Teori Pembelajaran Kognitif dalam Pembelajaran Pendidikan Jasmani dan Kesehatan," *Jurnal Pendidikan Olah Raga*, vol. 5, no. 2, pp. 154–164, 2016, doi: 10.31571/JPO.V5I2.383.

- [14] A. Wardana, A. Priambodo, and M. Pramono, "Pengaruh Model Pembelajaran Jigsaw dan Teams Games Tournament Terhadap Karakter Kepedulian Sosial dan Kejujuran dalam Pendidikan Jasmani Olahraga Kesehatan," *JOSSAE : Journal of Sport Science and Education*, vol. 5, no. 1, p. 12, Apr. 2020, doi: 10.26740/jossae.v5n1.p12-24.
- [15] H. Arista, A. Mariani, D. Sartika, D. Murni, and E. K. Harahap, "Gaya Kepemimpinan Kepala Madrasah dalam Pembentukan Karakter Religius Peserta Didik (Input, Proses dan Output)," *Kharisma: Jurnal Administrasi dan Manajemen Pendidikan*, vol. 2, no. 1, pp. 38–52, Apr. 2023, doi: 10.59373/kharisma.v2i1.13.