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| ***C:\Users\LENOVO\Pictures\Cover Gema Wiralodra.png*** | **The role of Islamic religious education teacher in increasing student discipline: A case study at SMP Negeri 2 Polokarto Sukoharjo**  **Salvinia Iga Pangestua\*, Zaenal Abidinb**  aUniversitas Muhammdiyah Surakarta, Indonesia, g000190030@student.ums.ac.id  aUniversitas Muhammdiyah Surakarta, Indonesia, za825@ums.ac.id |

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**The role of Islamic religious education teacher in increasing student discipline: A case study at SMP Negeri 2 Polokarto Sukoharjo**

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**Abstract**

This research leads to the role of Islamic Religious Education (PAI) teachers in improving student discipline at SMP Negeri 2 Polokarto Sukoharjo. This study discusses the formulation of the problem (1) The role of Islamic Religious Education (PAI) teachers in increasing student discipline at SMP Negeri 2 Polokarto Sukoharjo, (2) Supporting and inhibiting factors in increasing student discipline at SMP Negeri 2 Polokarto Sukoharjo. This qualitative research uses a phenomenological approach with the object of Mr. Heriyanto as a teacher of Islamic Religious Education at school and one of the students at SMP Negeri 2 Polokarto, which helps obtain more detailed information. The data acquired shows that the inhibiting factors that cause student indiscipline at SMP Negeri 2 Polokarto are due to factors from family, peers, and the environment, which causes children to no longer be enthusiastic about doing things related to discipline. Thus the role of the PAI teacher in increasing student discipline at Polokarto 2 Public Middle School is that teacher must be able to guide students to become students who have mature thinking, are independent, and can solve their problems, the teacher must be able to be a role model for his students to carry out all activities in the school environment, and Finally, the teacher must be able to set a good example for his students both in terms of attitude, behavior, language.

**Keywords**: Student Discipline, Islamic Religious Education, Teacher Role

1. **Introduction**

Roles are all the behaviors and activities carried out by the teacher to carry out his duties while at school (Can, 2009). The role of the teacher is extensive, starting from the school environment, family, and community (Dockett, 2001). The role of the teacher is not only as an educator and teacher but also as the first person after parents who provide personality development to students. Teachers must be able to provide education by teacher standards and have broad responsibilities to advance the breadth of student knowledge. The role of the teacher is made very important because the teacher must have pedagogical competence when guiding his students so that the teacher can understand each teacher by learning objectives (Steinert et al, 2006).

The role of the Islamic Religious Education teacher is enormous in the world of children's education when they are in primary school; not only that, the responsibility given by the teacher is also huge for the success of their students (Starrett, 1998). Not only teaching and educating teachers also have the task of guiding and directing others to do good, evaluating the learning that has been given, and also providing an example of good behavior at school and outside of school, all of which are carried out by a teacher with full responsibility in order to be able to create students according to the wishes of all teachers and parents. In schools, students have been taught activities and good behavior that must be carried out by a student, including disciplinary behavior. At school, there are still many students who violate it while at school. Examples of undisciplined behavior while at school include praying not on time, coming to school always late, littering, and not wearing the right attributes (Salouw et al., 2020). All of that is the responsibility of students to apply discipline. At the same time, at school consistently, it is also the responsibility of teachers to permanently direct and provide advice to their students so that they always apply discipline wherever it is an essential factor in the formation of children's character after the family, namely the teacher; the teacher is the primary facilitator in school (Alderman, 2013).

Discipline is the key to success that all students and teachers must hold (Sadik, 2018). Discipline is a rule or order that must be carried out by school members which are carried out by all school members, especially by students and teachers who have been made by the school so that they can carry out it with full responsibility and be able to form the character that everyone wants. Discipline is the key to all actions that will bring good (Gorbunovs, 2016). Without the nature of discipline in students, the reciprocity that will occur often breaks the rules that have been made (Fehr, 2002). The discipline of students in schools is a significant effort and also influences the results of achievements made by students (Fasya et al., 2023).

At present, the reality is that the government has yet to be able to implement discipline in Indonesia properly because there are still many people who violate it in relaxed conditions without worrying about what the outcome will be. Many teachers who come to school are still late to go to work to teach their students; not only that, the teachers often finish learning in class before the time is over, but the teacher does not enter class for reasons that need to be clarified. The results in class going on learning hours space; this is also a bad example for a teacher. They are used as role models in school for their students.

Discipline values ​​at SMP Negeri 2 Polokarto Sukoharjo have not been able to be appropriately applied by Islamic Religious Education Teachers here because of the emergence of 2 very influential factors, namely internal factors and external factors. Internal factors arise from the students themselves, for example, because of the lazy nature of students. Not only that but because the environment around them has not been able to apply it properly, students are still too confused to carry out the nature of the discipline. For example, students have not performed the midday prayers on time at school. The second occurs due to external factors that are influenced by external conditions such as the surrounding environment; most students have not been able to apply their discipline outside of school because there are still many friends in the surrounding environment. The characteristics of disciplined students at school are praying on time, coming to school not late, complying with all school rules, etc. (Heriyanto, 2023).

In applying disciplinary values, Islamic Religious Education teachers use the rote method, and every week, the teacher is required to check the memorization of their students. So with this problem, it can be concluded that the role of the Islamic Religious Education teacher is vast and closely related to the disciplinary values ​​of students in schools so that they can cultivate disciplined souls in all things that are beneficial in the school, community, and family environment. However, in fact, in this school, students have not been able to apply discipline properly, so I am interested in researching this case. As with the disciplinary issues above, the author will examine the role of Islamic Religious Education Teachers in improving student discipline at SMP Negeri 2 Polokarto Sukoharjo.

1. **Research Methods**

This study uses qualitative research with a phenomenological research approach. The phenomenological approach used in this qualitative research aims to describe and identify clearly and in detail the implementation along with the supporting factors and factors that hinder the role of the PAI teacher in improving student discipline at SMP Negeri 2 Polokarto. Data collection techniques used in this study included interviews, observation, and documentation related to the role of Islamic Religious Education teachers in applying student discipline at SMP Negeri 2 Polokarto. The subject of this research is Mr. Heriyanto, a teacher of Islamic Religious Education at school and one of the students who helped obtain more detailed information. The data analysis technique used in this study uses the Miles and Huberman analysis model, which includes data collection, data reduction, data storage, and data analysis (Sudirman et al., 2021). The research data were then triangulated using time triangulation.

1. **Results And Discussion**

**Discipline**

Discipline comes from the Latin word discipulus, which means learning, in which education focuses on teaching. According to Ariesandi, discipline is a process that focuses on the thoughts and character of students so that they can hold themselves and function for the people around them (Ariesandi, 2008). Discipline comes from the word disciple, which means to learn, obey, practice builds character. Suparman concludes regarding discipline, which means our obedience as students in obeying laws, applicable laws, and established regulations that must be carried out with full responsibility, awareness, and sincerity (Ariesandi, 2008).

According to Soegeng Prijodarmindo, who explained about discipline, discipline means behavior that explains calm obedience and compliance with applicable norms (Ibnu, 2019). Meanwhile, discipline is a way used by society to give teachings to children through morals, which aims to provide an overview of good and bad behavior by standards (Halstead & Taylor, 2000). So with that, it can be concluded that discipline is behavior carried out by students by the rules that have been in force in schools which must be carried out without coercion.

As for some aspects of discipline in education, namely: (1) Determination to do school work, (2) Doing homework well, (3) Able to comply with norms and carry out orders properly, (4) Able to have a spirit of obedience to school rules that have been made.

Types of discipline include: (1)Time discipline; Time discipline is the most important thing for teachers and students. Moreover, discipline is a very influential thing for the daily activities of students and teachers. For example, in doing school assignments, if it is not done on time, the task will not be completed on time and will be left behind by the others. (2) Attitude Discipline; by being disciplined, we will avoid things that cause us to act hastily. With attitude discipline, our hearts will be calm when doing something and avoid haste. (3) Discipline Enforces the Rules; the discipline of enforcing the rules is very influential in the school environment. Within the school environment, the applicable regulations must be enforced by the sanctions that have been implemented. Because with the rules, life will run peacefully in a better direction.

The purpose of having discipline carried out by the school is to support students who can avoid deviant behavior. Also, the attitude of discipline can make students even more active in conducting learning while at school and can foster character and moral formation in each student. If disciplinary values ​​can run well at school, then it will impact all school members; the school will feel more conducive and able to provide comfort when the teaching and learning process is taking place.

The attitude of student discipline that occurs during the learning process takes place can make the student learning process successful. Discipline is essential for students to carry out all school and community activities. While in school, discipline is used as a good way of learning and is a process of forming character values ​​and good morals. Educating children to be disciplined must be done firmly so they can do it responsibly and adequately (Rohman, 2018).

**The role of Islamic Religious Education Teachers in improving student discipline at SMP Negeri 2 Polokarto Sukoharjo**

The role of the teacher in the learning process is vital because the role is defined as the tasks and responsibilities that must be carried out by a teacher when he is teaching at school. To improve student discipline at school, it is necessary to do with the role of a teacher, especially Islamic Religious Education Teachers. The teacher's role is to support student success by increasing student discipline while at school. The duties and responsibilities of a teacher are not only to protect and provide a good role model, but in carrying out their duties and roles, the teacher has the leading role, namely:

1. The Role of the Teacher as a Guide

During an interview with Mr. Heriyanto, he stated that one of the roles of the Islamic Religious Education teacher at SMP Negeri 2 Polokarto is that the teacher is a guide, an educator, and a role model. The teacher acts as an educator, not only that the teacher at school is a good role model for all students, especially in guiding students. Guiding is usually done by directing and giving examples and good behavior, such as applying greetings and greetings when meeting, throwing trash in its place, and consistently applying disciplinary traits wherever the teacher is and being able to guide students during the learning process takes place (Heriyanto, 2023). Islamic Religious Education teachers must be able to show their discipline to students when learning takes place, such as when the teacher orders one of the students to guide a prayer when learning is about to begin so that the teacher can carry out his role as a guide for children in the class.

1. The Role of the Teacher as an Educator

The role of the teacher at school includes being an educator, not only educating when learning begins, but the role of a teacher must also be able to educate his students. Hence, they can do good things according to what is being taught. For example, when finished eating and drinking using plastic bottles and plastic food containers, the teacher should throw garbage in its place where students will imitate it. Students will also do this. So, all activities carried out by the teacher will all be seen by students and then carried out in everyday life.

In addition to implementing roles outside the classroom, another role that the teacher must carry out is educating students constantly to teach things of kindness and discipline wherever they are; as stated by Heriyanto (2023), "The role of the teacher is easy to do through activities that have many benefits for other people around us, our job as teachers should always teach goodness and always live in a disciplined environment with this it is hoped that later all the behaviors they see can be practiced by all students not just some people just."

Discipline can be done anytime and anywhere by someone already having that trait. Field that must be carried out while at school, for example, in terms of entering class according to the hours set in school regulations, it is hoped that all students must be able to apply it by coming to school earlier than the specified hour, and teachers must also behave like that so that students can emulate

1. The Role of the Teacher as a Role Model

When the teacher is at school, the noblest task teacher is to set an example for their students, which all teachers, in general, must do. Providing exemplary students is not only done in class, but as long as these students are in the school environment, this responsibility still needs to be carried out by all teachers to set a good example for their students. According to Mr. Heriyanto, teachers must be able to set a good example/example for their students. All teachers at SMP Negeri 2 Polokarto can do this, although they are cautious and patient in dealing with all students with different characters. The teacher must be able to provide positive things to give directions to students, just like during the time for midday prayers, some students are ready to pray in the congregation at the mosque, but some students are still lazy to do such worship. We, as teachers and in particular, must be able to set an excellent example to our students, so during the midday prayer time, all teachers are obliged to perform the midday prayer in congregation at the mosque (Heriyanto, 2023)

Providing an example and example for students must be able to do it repeatedly if they have not been able to do it at that time, so it is the responsibility of all teachers to set an excellent example for students. So, all teachers have been able to implement these activities, but many students still have not been able to implement them correctly. However, with that, the teachers at this school must be even more active in teaching good examples to students so that they become good habits and can be carried out at school, everyday life (Heriyanto, 2023)

So the conclusion is that all teachers at SMP Negeri 2 Polokarto have been able to apply habituation in terms of providing good examples and role models for all students. The responses of the students have been very active in doing this. Some students still need to be able to apply these habits while at school. However, it is also still the responsibility of all teachers to address this, and later it is hoped that all students can carry out the responsibilities that the teacher has given.

**Supporting Factors and Inhibiting Factors that Can Improve Student Discipline at SMP Negeri 2 Polokarto**

Besides the role of the Islamic Religious Education teacher in increasing discipline in schools, it is good to do, but the fact is that there are still several things that can hinder the process. The responsibilities and duties of the Islamic Religious Education teacher will not run optimally if there are several obstacles, namely the presence of inhibiting factors which will later interfere with the learning process. After observing several things that can be seen from the discipline of students while at school, it can be seen that some students are already able to apply discipline well, but many students have yet to be able to carry out sentence. In contrast, at school, complete responsibility is because of the need for more awareness in every student.

1. Inhibiting Factors

The role of the Islamic Religious Education teacher in improving student discipline at SMP Negeri 2 Polokarto has not been able to be carried out properly because there are two inhibiting factors, namely internal factors and external factors (Heriyanto, 2023).

1. Internal factors

Internal factors arise from within students that can influence the disciplinary process. This factor arises because of the lazy nature that exists in students, which then causes these students to be lazy to do something. For example, many students still have not prayed on time during the Dhuhr prayer in the congregation at the school mosque. This is the responsibility of the teacher, especially the Islamic Religious Education Teacher at school, every day the teachers always invite students to pray on time at the mosque, but all of that returns to each student, some hasten to pray to the mosque, and some are still there in the classroom.

1. External Factors

The second factor is an external factor in which these factors arise and occur because of encouragement that comes from outside the student's self; this could have happened because the condition of the student's parents at home was also lazy to do something, such as praying on time. So, students at home will affect their parents, who are still negligent in praying (Heriyanto, 2023).

According to Mr. Heriyanto (2023), "Another inhibiting factor that can influence the process of student discipline while at school is due to the influence of peers; there are several friends who have good character and help each other, but there are also students who even influence other friends to disobey discipline at school, for example during school hours, that student is not late for school, but because the student waits and picks up his friend, it can result in the student being late for school.

1. Supporting Factors

Generally, the factors that can support students in carrying out disciplinary activities come from a good environment. Besides that, other supporting factors grow from a harmonious and loving family. If all students have a good family, the family should be able to practice discipline from the start. If not, then it will become an obstacle to one's discipline process.

The most crucial supporting factor comes from within the student; if the student is aware of his obligation to do this, then later, it will be the main point to make the student obedient and obedient to school discipline (Heriyanto, 2023).

1. **Conclusion**

Based on data collected from the results of research on the role of Islamic religious education (PAI) teachers in increasing student discipline at SMP Negeri 2 Polokarto, the entire learning process carried out by the teachers has been going well by the role played by the teacher, especially by the Religious Education teacher Islam which can apply discipline to all students in school. Not only is discipline during learning prioritized, but other activities have also been carried out well, such as during congregational dhuhr prayers, muroja'ah, and midday prayers, which are carried out in the congregation at the school mosque. With this, some students have been able to apply the discipline of learning and pray in an orderly and reasonable manner.

The process of cultivating the discipline of students at SMP Negeri 2 Polokarto has been carried out well; some students still have not been able to implement it. There are several inhibiting factors. Two factors influence each other, namely factors that arise within the student and from the student's environment. Then there are also supporting factors that can make discipline work well, namely factors from family, self, and teachers who continually provide support and support for their students so that they can always apply discipline wherever it is and the existing order factor. In schools that can make students more obedient to the rules that have been made, students are more active in carrying out discipline while at school.

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