



## **The Role of Islamic Religious Education Teachers in Enhancing Student Discipline**

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### **ABSTRACT**

*The aim of this study is to understand the interaction patterns between Islamic Religious Education (IRE) teachers and students as part of the process of improving student discipline at SMAN 5 Kendari. This research employs a qualitative approach. Data collection techniques include observation, interviews, and documentation. The informants in this study consist of the vice principal of curriculum, the coordinator of guidance and counseling teachers, teachers, and students. Data analysis is conducted using the Miles and Huberman model, which includes data collection, data reduction, and drawing conclusions. Based on the results of the study, it can be concluded that the interaction patterns used by IRE teachers to improve student discipline at SMAN 5 Kendari involve both two-way and multi-directional interaction patterns. Two-way interactions occur both inside and outside the classroom, such as question-and-answer sessions during lessons. IRE teachers also tend to take a soft, personal approach in interacting with students and consistently instill moral messages, ethical values, and relate religious teachings to present and future life, thereby broadening students' religious understanding. Additionally, two-way interaction outside the classroom is reflected in the practice of the "5 S" (greeting, addressing, smiling, politeness, and courtesy) when students meet their teachers.*

**Keywords:** *Interaction Patterns; Teacher; Islamic Religion; Discipline*

### **1. Introduction**

Discipline is an essential element within the educational system, aimed at creating an orderly and conducive learning environment. The role of discipline in education is not merely limited to compliance with existing rules, but also serves as a process of internalizing moral and ethical values that shape students' character. Islamic Religious Education (PAI) holds a strategic role in instilling the values of discipline through religious methods that involve both the spiritual and moral aspects of students. Social processes refer to interactions or reciprocal relationships in which individuals influence one another within society. Theoretically, there are at least two conditions required for social interaction to occur: social contact and communication (Soerjono Soekanto, 2012). On the

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other hand, communication is an inseparable part of all human activities, both as individuals and as members of groups. When communication is delivered effectively and communicatively, it has the power to change attitudes, behaviors, perspectives, opinions, and even the social life of individuals (Saefullah, 2012).

In the discourse of educational science as a discipline concerned with the development of human character, the urgency of fostering positive and supportive human interactions is widely acknowledged, as these interactions play a crucial role in achieving educational goals. Within the educational process, or more narrowly within the teaching and learning process, it is evident that more than one party is involved. Even for a layperson, one would naturally envision the figure of a teacher providing instructional guidance to students (Aulia Syarah Lubis, 2018). The role of Islamic Religious Education (PAI) teachers in fostering student discipline is highly significant. Teachers function not only as transmitters of subject matter but also as role models who demonstrate how religious principles are applied in daily life. The interaction between teachers and students in PAI is key to shaping attitudes and behaviors of discipline. Through constructive interaction, teachers can guide students to understand and internalize the values of discipline in accordance with Islamic teachings.

During the learning process, interactions naturally occur between teachers and students, as well as among students themselves, giving rise to patterns of interaction. Interaction patterns are forms of activity in daily life that generate reciprocal relationships between individuals. In the classroom, these patterns refer to the actions carried out by teachers toward students, as well as the reciprocal engagement between them, both during instruction and outside the classroom, with the aim of achieving predetermined educational objectives. Teachers hold a decisive role in strengthening student discipline. Although teachers are not the sole determinants of students' success or failure, their position and role are highly significant in realizing success in developing discipline (Mulyasa, 2008, p. 100). Effective interaction between teachers and students encompasses all aspects of verbal and nonverbal communication. PAI teachers are able to cultivate harmonious relationships with students, create a pleasant and positive learning atmosphere, and provide consistent advice and guidance to enhance students' awareness and compliance with established rules. Furthermore, creative and innovative teaching methods can increase student interest and engagement in the learning process, thereby facilitating the implementation of discipline in the classroom.

A wide range of literature emphasizes the importance of discipline in Islamic education. Arifin (2017) argues that effective character education management must involve all aspects, including discipline that emerges from effective teacher-student interaction. Mulyasa (2004) adds that the success of school-based management implementation greatly depends on the teacher's ability to motivate and guide students in adhering to rules. Similarly, Nasution (2000) highlights the importance of appropriate research methods in understanding the dynamics of teacher-student interactions within the context of religious education. Discipline in the school environment remains an issue that continues to receive serious attention from all stakeholders, including educators, parents, and policymakers. In many schools, student discipline problems often become major obstacles in achieving optimal educational goals. Despite various efforts

to improve discipline, many schools still face significant challenges in managing student behavior.

Several key problems related to discipline in schools include: students' lack of awareness and understanding of the importance of discipline, ineffective teacher-student interaction, unvaried and less engaging teaching approaches, insufficient role modeling from teachers, cultural and social barriers, and limited parental support. By exploring these issues, this study seeks to provide deeper insights into effective strategies for improving student discipline through constructive interactions between Islamic Religious Education (PAI) teachers and students. This research holds strong urgency in today's educational context, for several key reasons that underline its importance: addressing the crisis of discipline in schools, strengthening the role of character education in student development, optimizing the contribution of Islamic Religious Education teachers, responding to diverse social and cultural contexts, meeting the need for the development of effective teaching methods, and supporting educational policies.

Considering these urgent factors, this research is expected to make a significant contribution to improving the quality of education in Indonesia, particularly in the area of student discipline through the role and interaction of Islamic Religious Education teachers. The findings are expected to benefit not only teachers and schools but also parents and the wider community in their collective effort to cultivate a more disciplined and well-characterized generation.

## **2. Methods**

The research method employed in this study is qualitative research. This method was chosen in order to closely examine, understand, and describe the findings obtained at the research site in accordance with actual conditions. In addition to presenting data in descriptive form, the researcher also provides documentation to reinforce and clarify the research results. This study was conducted at SMAN 5 Kendari, located in Baruga Sub-district, Baruga District, Kendari City, Southeast Sulawesi Province. The informants in this research consisted of the Vice Principal for Curriculum, the Islamic Religious Education teacher, the Geography teacher, the Coordinator of Guidance and Counseling teachers, and students of SMAN 5 Kendari.

The data collection process in this study was carried out through multiple qualitative techniques designed to obtain comprehensive and in-depth information from the research setting. The primary methods used were observation, interviews, and documentation. Observation was conducted directly in the classroom and school environment to capture the natural interactions between teachers and students, particularly in relation to the practice of discipline and the implementation of Islamic Religious Education values. Semi-structured interviews were conducted with the Vice Principal for Curriculum, the Islamic Religious Education teacher, the Geography teacher, the Coordinator of Guidance and Counseling teachers, as well as selected students, in order to gain detailed perspectives on their roles, experiences, and challenges regarding the cultivation of discipline in the school. Documentation, including lesson plans, attendance records, school regulations, and activity reports, was collected to support and validate the data obtained through observations and interviews. The combination of these methods provided a triangulated approach, ensuring that

the findings were both credible and reflective of the actual conditions at SMAN 5 Kendari.

The data analysis process followed a qualitative descriptive approach that emphasizes systematic and detailed examination of the information gathered. The analysis began with the organization of raw data from observations, interviews, and documents into thematic categories related to the research focus. Data reduction was carried out by filtering, simplifying, and classifying information in order to highlight the most relevant aspects connected to student discipline and teacher–student interactions. The researcher then engaged in data display, arranging the information into coherent narratives and descriptive accounts that allowed for the identification of patterns, recurring themes, and critical issues. The final step was drawing conclusions and verification, where findings were continuously compared against the research objectives and theoretical framework to ensure accuracy, consistency, and validity. This iterative process of coding, categorizing, and interpreting data enabled the researcher to construct a comprehensive understanding of how Islamic Religious Education teachers contribute to the development of student discipline within the specific socio-cultural context of SMAN 5 Kendari.

### **3. Findings and Discussion**

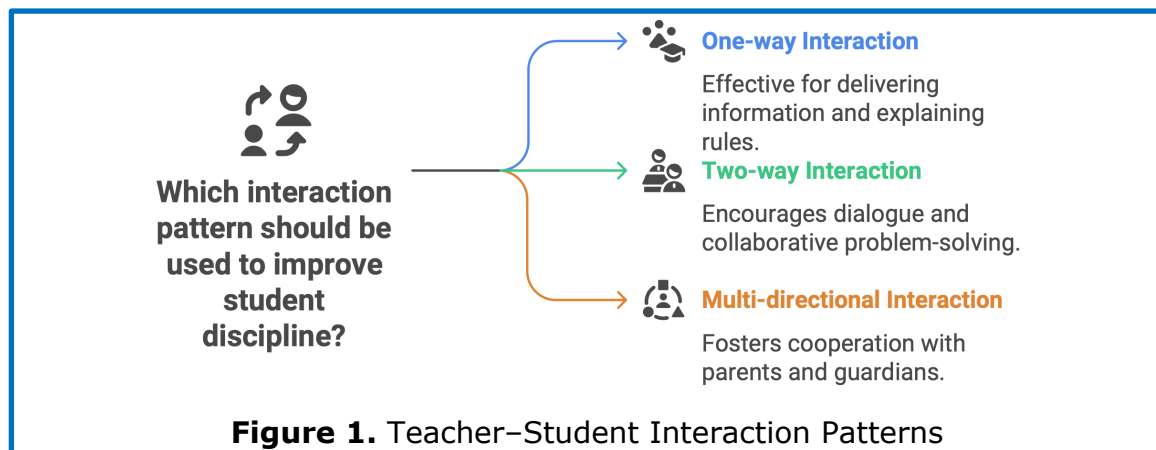
#### **3.1 Findings**

##### **Interaction Patterns of Islamic Religious Education Teachers**

The interaction patterns used to improve student discipline are two-way and multi-directional interaction models. The creation of positive and productive interaction patterns in schools requires cooperation among all parties involved in the educational process, including teachers, students, principals, education staff, and parents. The interaction patterns that occur in schools can be classified as formal interactions, in which the communication between students, teachers, and school staff is based on established rules and norms. Examples of such interactions include classroom learning activities, moments when students ask questions to teachers, or when students participate in ceremonies such as morning assemblies. On the other hand, interaction patterns in schools can also take the form of informal interactions, which are not strictly governed by school rules and norms. These include interactions between students and teachers outside the classroom, such as casual conversations or informal discussions, which also contribute to the building of relationships and the cultivation of discipline in a more natural context.

Positive interaction patterns in schools can help students develop social skills, learn to cooperate, and foster mutual respect. Conversely, negative interaction patterns in schools may lead to conflict and disrupt the teaching and learning process. The interaction patterns applied at SMAN 5 Kendari are consistent with existing theories of interaction patterns. An interaction pattern refers to the ways, models, and forms of interaction that produce reciprocal influence. Such interactions may occur between individuals or groups, both in daily life and within specific contexts such as education. According to Soerjono Soekanto, social interaction is a process related to relationships between individuals or groups that contribute to the construction of systems within social life. Therefore, it is essential to establish positive and productive interaction patterns in schools. These patterns can encourage students to learn and grow

with optimism, supporting not only their academic success but also their personal and social development.



One-way, two-way, and multi-directional interactions are patterns that can be used by teachers to effectively foster student discipline. The one-way interaction pattern positions the teacher as the primary source of information, making it effective for clearly and systematically delivering rules, norms, and learning materials. This pattern is particularly important when teachers need to emphasize disciplinary standards within the school. However, if relied upon exclusively, it may cause students to become passive recipients of information. Therefore, it should be combined with other interaction patterns so that discipline is not merely understood as compliance but also as an awareness that grows from students' understanding. The two-way interaction pattern creates space for dialogue and discussion between teachers and students. Through this approach, students can express their opinions, raise questions, or discuss challenges related to discipline, while teachers provide guidance and feedback. Furthermore, the multi-directional interaction pattern expands the relationship not only between teachers and students but also involves parents and other school stakeholders. By engaging multiple parties, stronger cooperation is built to nurture student discipline both in school and at home. Ultimately, these positive and varied interaction patterns encourage students to become more responsible, cooperative, and motivated in maintaining discipline.

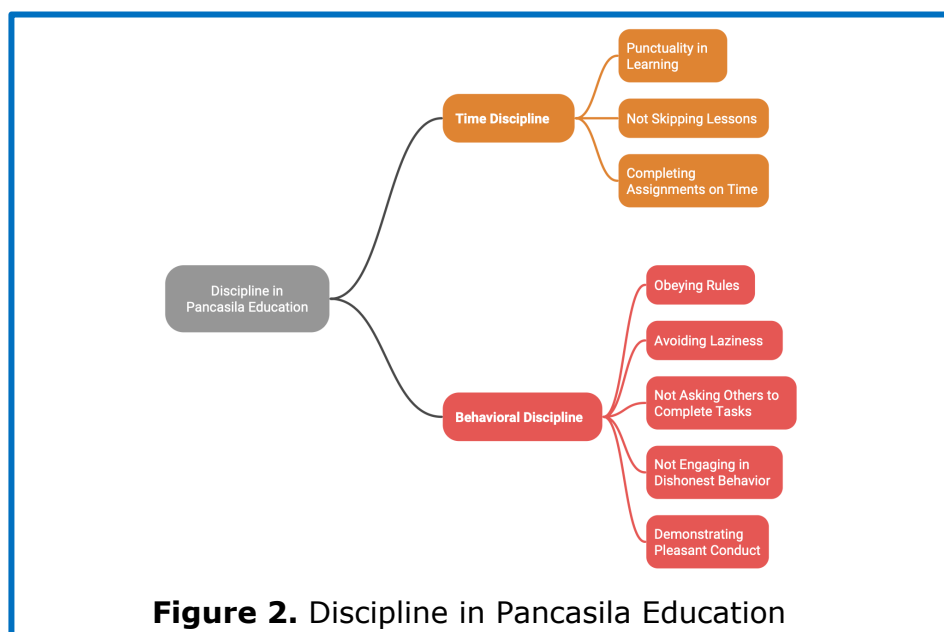
Positive interactions within the school environment play a vital role in strengthening student discipline. When students experience respectful and supportive communication with teachers and peers, they become more motivated to comply with school rules and norms. This sense of acceptance fosters responsibility, encourages self-control, and helps students internalize values of discipline as part of their daily behavior rather than as imposed obligations. In this way, the relationship between teachers and students goes beyond instruction, becoming a foundation for character development and mutual respect. In addition, positive interactions contribute to the growth of essential social skills such as communication, cooperation, and problem-solving. These skills enable students to collaborate effectively, resolve conflicts peacefully, and create a harmonious school atmosphere. A conducive environment that emerges from such interactions supports not only academic achievement but also the cultivation of discipline as a shared responsibility among students, teachers, and staff. This collaborative climate ensures that

discipline is maintained consistently, reinforcing both personal growth and the collective well-being of the school community.

### Student Discipline After the Implementation of Teacher-Student Interaction Patterns

Discipline at SMAN 5 Kendari is reflected in several key areas. First, punctuality in attending school: students are required to arrive before 06:45 a.m., as mandated by school regulations. Second, discipline in the learning process: when teachers first enter the classroom, they establish agreements with students regarding behavioral expectations, ranging from personal appearance to classroom conduct. Third, discipline in maintaining cleanliness: students are accustomed to keeping the school environment clean by sweeping the yard and ensuring that trash bins are available in every building. Fourth, discipline in dress code: the school enforces strict regulations concerning student attire, covering every aspect from head to toe.

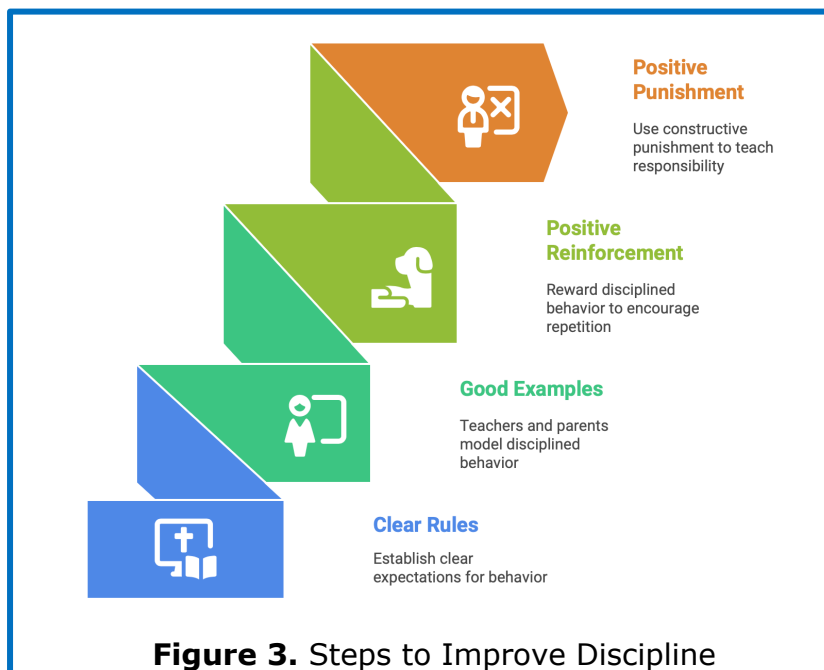
These findings are consistent with Moenir's theory, which identifies two dominant types of discipline: discipline in terms of time and discipline in terms of actions or deeds (H.A.S. Moenir, 2014). Similarly, Gunawan (2019) defines discipline as behavior that respects, values, and adheres to the rules applicable within one's environment. Discipline encourages students to comply with school regulations and accept the consequences of any violations. Moreover, discipline serves broader purposes in students' lives, not only ensuring obedience to rules but also shaping them into individuals who are responsible for themselves and others (Suradi, 2017).



Discipline in Pancasila Education can be understood through two main aspects: time discipline and behavioral discipline. Time discipline emphasizes the importance of punctuality in learning activities, such as arriving at school on time, not leaving class without permission, and completing assignments within the established deadlines. Punctuality not only reflects students' obedience to school regulations but also demonstrates their commitment and responsibility in valuing the learning process. On the other hand, behavioral discipline focuses on students' compliance with rules and attitudes that reflect moral values. This includes adhering to school regulations, avoiding laziness in studying, and not

asking others to complete tasks that are their own responsibility. Through these indicators, students are expected to develop independence as well as integrity in every learning activity.

Behavioral discipline requires students to refrain from dishonest behavior, such as lying or cheating. Honesty is a fundamental value in Pancasila Education as it reflects responsibility and respect for one's own efforts. By upholding honesty, students not only build strong personal character but also contribute to creating a school environment that is free from fraud and rule violations. Another equally important indicator is demonstrating pleasant conduct, which includes maintaining order, not causing disturbances, and not interrupting classmates who are studying. Such positive interactions foster a learning environment that is conducive, harmonious, and respectful. Thus, the implementation of discipline in Pancasila Education is not only aimed at shaping students to obey rules but also at cultivating a generation that is responsible, has strong character, and is able to build positive social relationships.



**Figure 3.** Steps to Improve Discipline

The first step in improving discipline is establishing clear rules. Rules that are firm and transparent help students understand the boundaries and behavioral expectations required in school. Clear regulations also make it easier for teachers to enforce discipline, as students can readily distinguish between appropriate and inappropriate actions. With well-defined guidelines, the learning process can take place in a more orderly and structured manner. In addition to clear rules, providing good examples is also a key factor. Teachers and parents serve as role models whose behavior is directly observed and imitated by students. The discipline demonstrated by teachers in terms of punctuality, responsibility, and ethical conduct becomes a concrete example that encourages students to follow. Such role modeling has a long-term impact, as students learn not only from instructions but also from the habits and attitudes displayed by the adults around them.

Another important effort is giving positive reinforcement. When students demonstrate disciplined behavior, such as completing assignments on time or following classroom rules, they should be given appreciation in the form of

praise, recognition, or other relevant rewards. Positive reinforcement encourages students to repeat good behavior because they feel valued and acknowledged. In this way, students' internal motivation to maintain discipline can grow consistently. Finally, the use of positive punishment is also essential as a means of teaching responsibility. Punishments should not create fear or trauma but should instead serve as educational consequences for mistakes. For example, students who violate cleanliness rules may be assigned additional tasks to help maintain the school environment. Through this approach, punishment is understood as a constructive consequence, allowing students to learn from their mistakes and strive not to repeat them in the future.

### **3.2 Discussion**

The findings of this study indicate that student discipline at SMAN 5 Kendari is significantly influenced by the interaction patterns implemented by teachers, particularly Islamic Religious Education (PAI) teachers. Two-way and multi-directional interaction patterns, which emphasize reciprocal communication and cooperation, were proven effective in raising students' awareness of school rules. This aligns with Soerjono Soekanto's theory that social interaction is the key to building social systems, including within the educational environment. Student discipline is reflected in several aspects, such as punctuality in arriving at school, compliance during the learning process, participation in maintaining cleanliness, and adherence to dress codes. These findings confirm Moenir's (2014) assertion that there are two dominant forms of discipline: discipline in time and discipline in action. Students' punctual attendance before 6:45 a.m., consistent completion of assignments, and routine practices such as cleaning the schoolyard are tangible examples of discipline manifested in daily school life.

One-way interaction patterns are still applied, particularly when teachers need to emphasize rules or convey important information. However, two-way and multi-directional interactions are far more effective in shaping internally motivated discipline. Through dialogue and discussion, students gain a deeper understanding of existing rules, while involving parents and other stakeholders creates more comprehensive support systems for developing a culture of discipline. The indicators of student discipline identified in this study include time-related aspects (punctuality, not skipping classes, completing assignments on time) and behavioral aspects (obedience, honesty, diligence, and appropriate conduct). The results reveal that the majority of students showed improvements in both areas after teachers implemented constructive interaction patterns. This reinforces Gunawan's (2019) perspective that discipline reflects behaviors of respect, compliance, and adherence to the rules of one's environment.

An important factor influencing student discipline is the exemplary conduct of teachers. PAI teachers play a central role in demonstrating consistent discipline, whether in punctuality, responsibility, or integrity. These findings highlight the concept of character education, which positions teachers not merely as transmitters of knowledge but also as role models whose behavior is observed and imitated by students. In addition to role modeling, positive reinforcement from teachers proved to be highly effective in improving discipline. Students who received appreciation for disciplined behavior, such as completing assignments on time or keeping their environment clean felt motivated to repeat such positive conduct. This finding is consistent with reinforcement theory in educational

psychology, which emphasizes the importance of acknowledgment in shaping lasting behavioral patterns.

The study also found that positive punishment contributed to building student discipline. For example, students who violated cleanliness rules were assigned additional responsibilities in maintaining the school environment. Such measures were not perceived as punitive in a negative sense but rather as educational tools for instilling responsibility. This shows that constructive punishment, when applied properly, can cultivate student awareness of discipline without generating fear or trauma. The positive effects of teacher–student interaction extend beyond compliance with rules to the development of students' social skills. Constructive interactions allow students to learn how to communicate effectively, cooperate with peers, and resolve conflicts peacefully. These social skills, in turn, help create a conducive learning environment where discipline thrives alongside mutual respect and shared responsibility.

The discipline fostered at SMAN 5 Kendari also contributes to building a harmonious and conducive school climate. A structured and supportive environment allows students to focus better on academic activities and nurtures an optimistic attitude toward achieving success. Thus, discipline is not only about compliance with rules but also serves as a foundation for attaining broader educational objectives. Overall, the results of this study confirm that student discipline can be improved through a combination of effective interaction patterns, teacher role modeling, positive reinforcement, and constructive punishment. When applied consistently, these strategies are capable of shaping students into responsible individuals who respect rules and uphold integrity in their daily lives. This study's contribution is expected to serve as a reference for teachers, schools, parents, and policymakers in their collective efforts to cultivate a culture of discipline in schools.

#### **4. Conclusion**

The interaction patterns applied by Islamic Religious Education (PAI) teachers in improving student discipline at SMAN 5 Kendari consist of two-way and multi-directional approaches. The two-way interaction takes place both inside and outside the classroom. In the classroom, this pattern appears in the form of question-and-answer sessions, where PAI teachers tend to employ a gentle and persuasive approach toward students. They consistently instill moral and ethical messages, linking present life with the hereafter, thereby broadening students' religious understanding. Outside the classroom, two-way interactions occur when students meet teachers and practice the "5S" principle: greeting, addressing politely, smiling, showing respect, and demonstrating courtesy. Meanwhile, the multi-directional interaction pattern involves collaboration among the Student Council (OSIS), guidance and counseling teachers, and other subject teachers in promoting student discipline at SMAN 5 Kendari. Overall, the portrait of student discipline at the school can be considered good, as evidenced by students' ability to comply with the established school regulations. These include punctual attendance, discipline in classroom learning, maintaining cleanliness, and adherence to the prescribed dress code.

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