



## Cultivating Discipline and a Sense of Responsibility: An Integrated Approach to Character Education

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### Abstrak

Pembentukan karakter merupakan tugas terpenting bagi lembaga pendidikan. Realita menunjukkan bahwa masih banyak permasalahan dalam pembentukan karakter siswa di sekolah. Penelitian ini bertujuan untuk mengungkap fenomena program penguatan karakter di sekolah. Melalui pendekatan kualitatif dengan metode studi kasus, penelitian ini berupaya menggali secara mendalam pengalaman serta perspektif partisipan terkait fenomena yang dikaji. Pengumpulan data dilakukan melalui observasi langsung di lingkungan penelitian serta wawancara mendalam dengan tujuh siswa dan tiga guru kelas yang dipilih secara purposive. Untuk memastikan validitas data, dilakukan teknik member checking dengan meminta konfirmasi dari partisipan terkait keakuratan interpretasi peneliti terhadap temuan yang diperoleh. Data dianalisis menggunakan model analisis interaktif yang meliputi tiga tahapan utama, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Proses analisis dilakukan secara berkelanjutan hingga diperoleh saturasi data, sehingga temuan yang dihasilkan dapat merepresentasikan fenomena secara komprehensif. Hasil penelitian menunjukkan bahwa pencapaian nilai-nilai karakter siswa memerlukan berbagai strategi. Pertama, perlu adanya aturan yang jelas dan konsisten. Kedua, pendekatan keagamaan dapat menjadi sarana untuk melatih karakter siswa. Selain itu, pembentukan posko aktif di setiap kelas juga turut memberikan dampak positif terhadap kedisiplinan siswa. Pesan-pesan kedisiplinan perlu disampaikan melalui area-area tertentu di sekitar sekolah yang dikelola secara bergantian oleh masing-masing kelas, agar siswa terlibat dalam proses tersebut. Pemantauan kedisiplinan siswa dapat dilakukan melalui sinergi antara pihak sekolah, orang tua, dan masyarakat.

Kata kunci: disiplin, pendidikan karakter, pendekatan integratif, sekolah dasar

### Abstract

*Character building is the most important task for educational institutions. Reality shows that there are still many problems in character building of students in schools. This study aims to reveal the phenomenon of character strengthening programs in schools. Through a qualitative approach with a case study method, this study attempts to explore in depth the experiences and perspectives of participants related to the phenomenon being studied. Data collection was carried out through direct observation in the research environment and in-depth interviews with seven students and three class teachers who were selected purposively. To ensure data validity, a member checking technique was used by asking for confirmation from participants regarding the accuracy of the researcher's interpretation of the findings obtained. Data were analyzed using an interactive analysis model that includes three main stages, namely data reduction, data presentation, and drawing conclusions. The analysis process was carried out continuously until data saturation was obtained, so that the findings produced could represent the phenomenon comprehensively. The results of the study showed that achieving students' character values requires various strategies. First, there needs to be clear and consistent rules. Second, a religious approach can be a means to train students' character. In addition, the formation of active posts in each class also has a positive impact on student discipline. Discipline messages need to be delivered through certain areas around the school that are managed alternately by each class, so that*



*students are involved in the process. Monitoring of student discipline can be done through synergy between the school, parents, and the community.*

**Keywords:** *discipline, character education, integrative approach, elementary school*

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## **Introduction**

Discipline is a set of guidelines designed to create and implement a system that ensures individuals comply with applicable laws, regulations, and provisions (Adu, 2021; Fransis, 2018; Singh & Bussen, 2015). In addition to simply enforcing obedience and compliance, discipline also includes obedience to organizational authority, effective time management, and a deep sense of responsibility, especially in meeting deadlines. Furthermore, discipline serves as a mechanism to foster caution and attention to sensitive legal aspects. In this case, discipline is not just a reactive response to established rules, but also a proactive effort to foster responsible behavior that recognizes long-term consequences (Darjan & Tomita, 2014; Lewis, 2000; Sibanda, 2018). For students, this study is very important because they will take on leadership roles in society, internalizing these principles of discipline is very important. A strong foundation in discipline allows individuals to function effectively in their communities, ensuring that they contribute positively to the wider social environment. Without adequate discipline, students may struggle with time management, ethical decision-making, and legal awareness—skills that are critical in professional and social settings. This underscores the importance of character education as a structured and deliberate effort to develop moral integrity among learners. Character education aims to instill not only compliance with laws and regulations but also the ability to uphold ethical and moral values in everyday life (Chowdhury, 2018; Fajrussalam & Hasanah, 2018).

Character education, as one of the main pillars of national character formation, is becoming increasingly relevant today. In the face of globalization challenges and the complexities of social issues, character

development is seen as an important foundation for creating a harmonious and just social order (Annava et al., 2023; Dahnil et al., 2021; Wabanhu, 2018). Character education serves as a foundation for building a more peaceful coexistence among people and supports the development of a society based on sound morality and ethical purity. In a broader sense, character education also encompasses various initiatives outside the classroom context aimed at promoting good character development in students. Educational institutions, particularly schools, have the responsibility to provide comprehensive character education programs for their students. These programs should be designed not only to hone students' intellectual abilities but also to instill values of ethics, empathy, and social responsibility. Thus, character education plays a crucial role in shaping future generations that are not only academically excellent but also possess strong moral character. Character education serves as the foundation for the formation of a balanced personality, where intellectual intelligence is combined with ethical and moral values that underpin responsible behavior and positively contribute to society.

According to a study conducted by the Curriculum Center of the Research and Development Agency of the Ministry of National Education, there are eighteen (18) key characters that are an integral part of character education. These characteristics include: tolerance, honesty, hard work, creativity, independence, curiosity, democracy, nationalism, love of peace, compassion, love of the homeland, appreciation of achievements, communication skills, a passion for reading, and responsibility in various aspects, including personal, social, and environmental responsibility (Damariswara et al., 2021; Salamor & Ritiau, 2021). These values not only prioritize compliance with norms and rules but also build discipline and responsibility as the

main pillars. Strengthening the character of discipline in education is essential to address various deviant behaviors that often arise among students. Research and observations in various schools, such as Muhammadiyah Pendowoharjo Elementary School, show that this problem is very crucial, especially regarding student discipline issues. Some examples of deviant behavior observed include the habit of littering during break time, improper bicycle parking according to school rules, tardiness in arriving at school, especially for the dhuha prayer, non-compliance in wearing uniforms during flag ceremonies, and neglecting the tasks assigned by teachers. This phenomenon shows that the aspect of discipline in character education has not yet been fully internalized by students. In fact, discipline is one of the important foundations for building a sense of responsibility towards oneself, others, and the environment. Character education that emphasizes discipline aims not only to comply with rules formally but also to cultivate intrinsic awareness among students about the importance of respecting rules and social responsibility. To address these disciplinary issues, a comprehensive approach from educational institutions is necessary. Strengthening discipline values must be more holistically integrated into daily activities at school. Additionally, a more creative and participatory learning approach needs to be implemented to encourage students to understand that discipline is not merely about the enforcement of rules, but also about the development of moral awareness and broader responsibility. Character education will not only produce a generation that is intellectually smart but also one that possesses strong character, resilience, and the ability to face the challenges of the times with high integrity.

Despite the extensive literature on discipline and character education, existing studies primarily focus on compliance, rule enforcement, and moral development in isolation. Previous research has extensively examined discipline as a legal and organizational construct (Adu, 2021; Singh & Bussen, 2015) and character education as a moral development strategy (Chowdhury, 2018; Fajrussalam & Hasanah, 2018). However, there remains a gap in integrating these perspectives to explore how discipline, beyond mere obedience, can actively shape character formation and long-term ethical behavior. Moreover, while prior studies highlight the significance of discipline in professional and

educational settings (Darjan & Tomita, 2014; Sibanda, 2018), they often lack empirical analysis of how character education systematically strengthens students' awareness of discipline as an internalized value rather than an externally imposed obligation.

Therefore, this study aims to bridge this gap by examining the intersection between discipline and character education, focusing on how discipline can function as both a compliance mechanism and a foundational element of moral integrity. By exploring this relationship, the research seeks to provide a more comprehensive framework for developing students into responsible, ethical, and disciplined individuals who contribute meaningfully to society.

It is expected that this research can provide academic contributions by enriching the literature on character education through an integrated approach that connects discipline and responsibility more holistically. Practically, this research offers strategies for educators in instilling the values of discipline and responsibility in schools, especially in the context of Muhammadiyah education, and helps create a learning environment that is conducive to the development of student character. In addition, this research provides recommendations for policy makers in designing more effective character education policies and supporting the development of a curriculum based on moral and ethical values. In the long term, the results of this research are expected to contribute to the formation of individuals with high integrity, discipline, and responsibility, so that they are able to become leaders with character and have a positive impact on society.

## **Method**

This study employed a qualitative approach to gain an in-depth understanding of disciplinary behaviour and the implementation of character education at Muhammadiyah Pendowoharjo Elementary School. The qualitative approach was chosen because the focus of this research was to obtain a holistic insight into the experiences, views, and perceptions of the research subjects regarding character education and discipline (Hennink et al., 2020). Through this approach, the researcher identified and analysed the meanings contained in the interactions and behaviours of students and teachers.

Data collection was conducted through observation and interview techniques. The observation technique was used to directly observe the behaviours of students and teachers in the school environment, particularly during daily activities related to discipline, such as school entry times, the implementation of communal dhuha prayers, and attitudes toward cleanliness in the school environment. Observations were conducted both participatively and non-participatively, where the researcher observed real situations without direct intervention, aiming to capture the natural dynamics occurring in the field.

Interviews were conducted with seven sixth-grade students and three classroom teachers. The selection of informants was purposive to ensure that the research subjects possessed relevant knowledge and experience regarding the implementation of character education in the school. The interviews were semi-structured, allowing the researcher to ask open-ended and in-depth questions to gain rich and varied perspectives on discipline and character.

To ensure the validity and accuracy of the data, the validation technique used in this study was member checking. This technique involved re-checking the results of interviews and observations with the informants to ensure that the collected data aligned with their understanding and experiences. Member checking was carried out by providing informants with the opportunity to review the transcripts of the interviews and to provide corrections or clarifications if necessary. This process was essential for enhancing the credibility and validity of the data and for avoiding misinterpretations that might have arisen during the analysis process. By employing this approach, the study aimed to provide a comprehensive understanding of how character education was implemented and experienced by students and teachers at Muhammadiyah Pendowoharjo Elementary School, as well as the challenges they faced in building discipline and responsibility in the school environment.

## Results and Discussion

The disciplinary issues found at Muhammadiyah Pendowoharjo Elementary School reflect significant challenges in the implementation of character education, particularly concerning aspects of responsibility

and environmental awareness. One prominent issue is the habit of students littering, both during breaks and while classes are in session. This behavior indicates a lack of deep awareness regarding the importance of cleanliness and responsibility toward the school environment. During break times, students often dispose of their trash in inappropriate places, such as under trees, in drains, and in restrooms. A sixth-grade teacher expressed frustration about this issue, stating, "*Kami sudah mengingatkan berulang kali, tetapi masih ada siswa yang membuang sampah sembarangan. Bahkan, beberapa dari mereka tidak merasa bersalah ketika ditegur.*" (We have reminded them repeatedly, but some students still litter carelessly. Some of them don't even feel guilty when reprimanded).

This behavior is not limited to lower-grade classes but is also observed among upper-grade students, including those in sixth grade. Observations reveal that some students throw trash, such as paper and plastic bottles, into desk drawers or even randomly toss it behind the classroom without fear or awareness, even in the presence of teachers. A student admitted, "*Kadang saya buang sampah ke belakang kelas karena malas jalan ke tempat sampah. Lagipula, nanti juga ada petugas yang bersihkan.*" (Sometimes, I throw trash behind the classroom because I feel too lazy to walk to the trash bin. Besides, there will be staff to clean it up later). This response highlights how discipline is not yet internalized and how students perceive cleanliness as someone else's responsibility rather than their own.

Disciplinary issues related to bicycle parking and student attendance during communal dhuha prayers have also become major challenges faced by Muhammadiyah Pendowoharjo Elementary School. Despite the school's efforts to provide facilities and implement clear rules, there are still several challenges in their practical application. The school has provided a spacious and adequate bicycle parking area designed to accommodate bicycles from first to sixth-grade students. However, many students park their bicycles facing different directions, making the parking area look untidy and disorganized. One of the school administrators noted, "*Setiap pagi, kami harus mengatur ulang posisi sepeda karena anak-anak sering parkir sembarangan.*" (Every morning, we have to rearrange the bicycles because students often park them carelessly). This issue highlights the importance of raising

students' awareness of the importance of orderliness and discipline.

Muhammadiyah Pendowoharjo Elementary School also conducts regular dhuha prayer sessions before formal learning begins to instill spiritual values and discipline in students. However, challenges arise when many students arrive late, causing them to miss the prayer. One teacher commented, "*Sebagian besar yang terlambat itu anak laki-laki, dan biasanya alasannya sama: kesiangan atau lupa bawa perlengkapan sholat.*" (Most of those who arrive late are boys, and their usual excuses are the same: waking up late or forgetting to bring prayer equipment). Additionally, some students do not exhibit independence during wudhu (ablution), engaging in playful behavior instead. One student admitted, "*Kadang kami bercanda saat wudhu, tapi kalau ustaz sudah marah, baru kami buru-buru selesai.*" (Sometimes we joke around during ablution, but when the teacher gets angry, we hurry to finish). This suggests that while religious activities are implemented, they require stronger reinforcement to cultivate discipline and responsibility.

Similarly, issues concerning uniform usage and task completion reflect obstacles that affect compliance with school rules and optimal learning outcomes. The school has established rules requiring students to wear complete red-and-white uniforms with hats during flag ceremonies and sports uniforms during physical education classes. However, some students still fail to adhere to these regulations. A student explained, "*Kadang saya lupa bawa topi upacara, jadi harus berdiri di depan.*" (Sometimes I forget to bring my ceremony hat, so I have to stand in front). This situation highlights the need for increased awareness and parental involvement in ensuring students comply with school rules.

Another recurring issue is students' indiscipline in completing assignments, both schoolwork and homework. When teachers assign independent tasks, especially in their absence, many students take advantage of this time to play instead. A teacher lamented, "*Banyak anak yang lebih memilih bermain atau ngobrol daripada mengerjakan tugas. Bahkan, ketika diberi kesempatan untuk menyelesaikan tugas di kelas, mereka tetap tidak mengerjakannya.*" (Many students prefer playing or chatting instead of doing their assignments. Even when given time in class, they still don't complete them). Some students also admitted

struggling with homework, as one student shared, "*Kadang tugasnya susah, jadi saya tunda sampai akhirnya lupa.*" (Sometimes the assignments are difficult, so I postpone them until I eventually forget). These responses indicate that many students do not yet take full responsibility for their academic tasks, emphasizing the need for structured guidance from teachers and support from parents.

Overall, these disciplinary issues emphasize the importance of strengthening discipline and responsibility among students through a holistic approach involving collaboration between the school, teachers, students, and parents. With appropriate strategies, including stricter enforcement, consistent role modeling by educators, and reinforcement through rewards and consequences, student discipline at Muhammadiyah Pendowoharjo Elementary School can be significantly improved, leading to a more orderly and conducive learning environment.

No	Class	Januari							Total
		Late and Absent	Monday Ceremony	Religious Activities	Clothing	Task	Disposing of Trash	Others	
1	I	3	0	1	2	1	5	0	12
2	II	8	4	2	4	3	4	0	25
3	III	3	2	0	2	4	16	0	27
4	IV	4	5	7	4	6	8	0	34
5	V	3	4	0	0	4	34	0	45
6	VI	0	2	1	0	3	26	0	32
Jumlah		21	17	11	12	21	93	0	175

Figure 1: Data on Violation Types for Even Semester 2021/2022

No	Class	Number of Violations					
		Januari	Februari	Maret	April	Mei	Juni
1	I	12	16	9	9	3	-
2	II	25	21	11	20	9	7
3	III	27	35	43	12	13	-
4	IV	34	23	28	10	8	-
5	V	45	35	32	17	-	3
6	VI	32	21	36	24	18	6
Jumlah Pelanggaran		175	151	159	159	51	16

Figure 2: Data on the Number of Violations Per Month for Even Semester 2021/2022

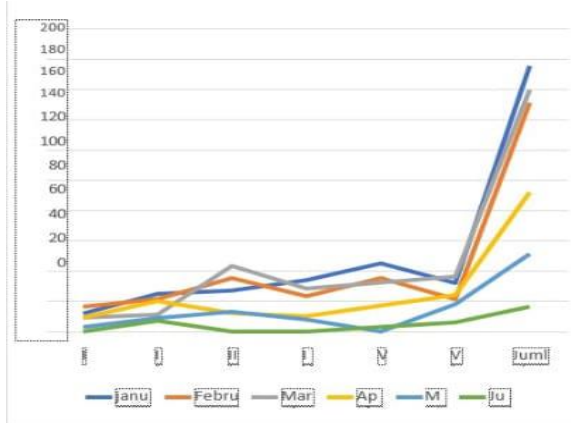


Figure 3: Development of Student Violations 2021/2022 SDM Pendowoharjo

The data on student violations during the even semester of the 2021/2022 academic year, collected from January to June, shows a downward trend. The most violations were found in the upper grades, namely fifth and sixth grades. The highest number of violations was recorded in January, with 175 violations, while the lowest occurred in June, with only 16 violations. The most dominant type of violation in January, involving students from first to sixth grades, was littering.

As one of the key characteristics that significantly influences students' social development, discipline and responsibility must be instilled early on. The behavior exhibited by children in their daily routines at school serves as a primary indicator of their level of discipline and responsibility (Kohn, 2006; Luiselli et al., 2005; Sugai & Horner, 2014). Therefore, it is important to foster a sense of social responsibility and discipline in various activities, whether at home, in the classroom, or in the community. Student behavior management is a critical component in supporting the growth and development of educational institutions. Every individual has goals and norms that serve as standards for success in carrying out tasks and routines. To prevent disorder, inefficiency, and harmful behavior, these standards are then formulated into rules that must be followed. Consequently, this requires each individual to lead a disciplined life aligned with their cherished goals. In a philosophical context, discipline is not just a habit but a guiding

principle that helps individuals manage time efficiently, improve quality of life, and contribute to the well-being of society as a whole (Covey, 2013; Sandua, 2024). It is recognized that the process of globalization has a significant impact on human behavior, particularly in relation to character education karakter (Fadhila & Pandin, 2021; Trisiana, 2020). A lack of character education can lead to deviant behavior among students, such as getting involved in promiscuity, drug abuse, and other criminal activities. Essentially, the primary goal of character education is to build a strong nation, where its citizens possess good morals, high tolerance, and the ability to cooperate.

The need for character education in today's society is urgent. Therefore, the role of parents in instilling moral values in their children is crucial. Character education is the foundation for shaping the character of a nation (Komara et al., 2021; Marsya, 2024; Pangalila et al., 2020).. In line with the objectives of Pancasila, character education functions to shape individuals with outstanding personalities who are able to apply moral principles and the lessons they have learned, as well as to develop character qualities based on religious teachings and noble ethics. To develop students who are orderly and disciplined in using their time effectively and efficiently, discipline training must begin at an early age through basic activities. Disciplined students are able to obey the law, follow rules, and avoid violations. To maintain sustained motivation and commitment to life's tasks, efforts must be made to learn and consciously consider the possible limitations that exist.

The term "discipline" can be interpreted in various contexts. Some people understand it as obedience to rules and submission to supervision and control (Ezeugbor & Eboatu, 2018; Simorangkir et al., 2021; Wasukira, 2023). However, discipline can also be viewed as a personal development effort, enabling individuals to grow and become more civilized. Human life, within this world, involves the formation of habits and the repetition of daily routines. Goals and norms serve as standards to determine whether a person has carried out their duties properly or achieved success in the habits they have developed. To prevent unrest, deviant behavior, and inefficient living, these standards are then formulated into rules that must be adhered to. This indicates that humans must be able to follow existing rules or lead a disciplined life in line with the goals they hold. Discipline is

not merely compliance but a conscious effort to achieve a more orderly and meaningful life, in harmony with the values upheld in society.

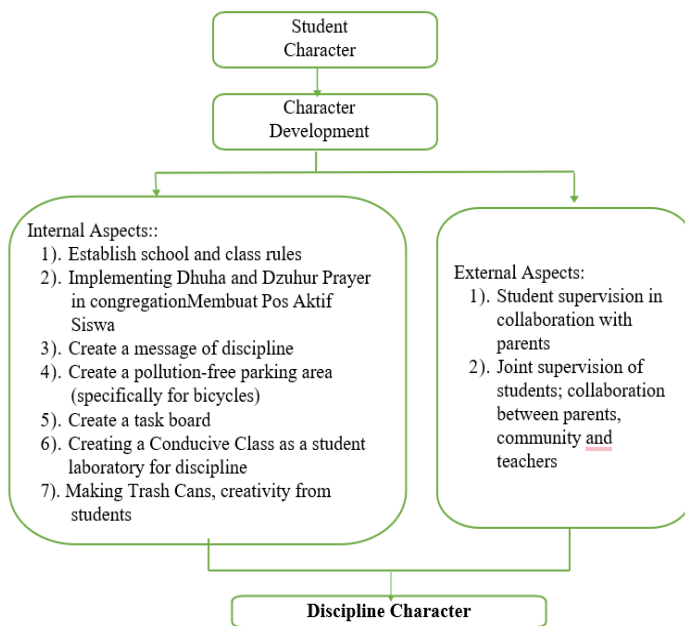


Figure 4: Discipline Character Formation Scheme

In addressing various issues related to the lack of discipline among students, implementing school policies that involve collaboration between the principal, teachers, school staff, the community, and parents is crucial. One solution that can be implemented is establishing clear rules in both the school environment and classrooms. The rules set by the school should be integrated with the classroom regulations to ensure consistency in their application. The process of creating classroom rules should ideally involve the active participation of students. By involving them in setting the rules, it is hoped that they will feel a sense of responsibility toward the agreed-upon regulations. For example, common classroom rules may include prohibiting eating in class and not littering, especially inside desks. These rules need to be agreed upon by both teachers and students, and accompanied by consequences or sanctions for those who violate them. For instance, students who break the rules may be asked to summarize the material they have learned as a form of sanction. This sanction not only acts as a deterrent but also serves as an opportunity to enhance students' knowledge. The importance of involving the community and parents in the socialization of school rules cannot be overlooked. Socialization activities can be carried out during various occasions, such as

parent-teacher meetings, report card collections, or new student admissions. Through these socialization efforts, mutual understanding and support from parents are expected in applying discipline, both at school and at home. Furthermore, spiritual activities such as performing *dhuha* and *dhuhr* prayers in congregation can also be a way to instill discipline in students. These activities teach the importance of punctuality and orderliness, as students are trained to be disciplined in following prayer times and organized in performing ablution. To prevent chaos, proper ablution facilities should be provided, separating male and female students. This ensures that prayer activities run smoothly, and students become accustomed to disciplined worship. Overall, a comprehensive approach involving all parties in the process of developing student discipline is essential. The consistent, participatory application of rules and the support of religious activities will contribute to fostering good discipline among students.

Building values such as discipline in students can be done by implementing active posts in each classroom. Active posts involve students directly in activities. For instance, active posts may include welcoming students before entering the classroom, where teachers and assigned students greet their peers. As part of this activity, students are also trained to line up neatly under the leadership of the class captain. In addition, to enhance students' knowledge, teachers can provide riddles related to the lesson that will be taught; students who can answer the riddle are allowed to enter the class. Once inside the classroom, teachers can further train students in discipline by organizing proper seating arrangements and maintaining order before praying. Through these active post activities, students will be trained to demonstrate discipline in their daily routines.

### ***Delivering Discipline Messages Through Bulletin Boards***

In addition to verbal communication, discipline messages can be conveyed through bulletin boards placed in various corners of the school. These messages, written by students, serve to continuously provide information about the school's discipline policies, allowing students to read them indirectly. The process of creating discipline boards can be carried out alternately by students from each class, from grade one to grade six, on a scheduled basis.

During this process, teachers need to supervise students to ensure that the content produced aligns with the desired theme of discipline.

### ***Student Daily Logbook***

Monitoring student discipline can also be done through the use of a daily logbook (referred to as a "smart book") prepared by the teacher. This book is designed to monitor students' daily activities, both in terms of worship, learning, and discipline-related activities. To prevent dishonesty, teachers need to communicate with parents regarding the existence of the logbook, so that parents can also monitor their children's activities at home. With this book, it is hoped that students' discipline can be maintained both at school and at home.

### ***Bicycle Parking Board***

One solution to instill discipline in students regarding bicycle parking is to create parking boards designated for each class. Each parking spot is equipped with a class nameplate, from grade one to grade six. With this arrangement, students are expected to park their bicycles neatly and in the correct spot. Additionally, a set of rules on proper parking methods, including the correct orientation and arrangement of bicycles, should be provided.

### ***Classroom Task Board***

Teachers and students can work together to create a task board that is placed in front of the classroom. This board lists the tasks that students need to complete, allowing those who forget to refer back to it. With the task board, students are trained to be disciplined in completing the assignments given by the teacher.

### ***Creating a Conducive Classroom Environment***

A conducive environment is essential in the learning process. This environment includes the role of the principal, classroom management, and the relationship between students and teachers. Often, discipline in the learning process is not clearly outlined in the lesson plans (RPP) prepared by the teacher. Therefore, the discipline of teachers in managing the classroom, from their attire to the management of interactions, becomes something that students observe closely. Teachers act as role models for moral and character development, so they must be able to manage the classroom as a laboratory for student discipline.

### ***Creating Creative Trash Bins***

To reduce littering, both inside and outside the classroom, adequate trash bins are necessary. However, beyond meeting functional needs, trash bins can also be turned into art projects created by students. For example, during art lessons, students can be trained to paint on trash bins provided by the teacher. In this way, students will feel a sense of ownership and become more concerned about the cleanliness of their environment.

### ***Character Building for Students***

Efforts to build students' character can begin with self-appreciation. Loving oneself and having self-confidence are important first steps. Additionally, understanding and observing principles and personality are crucial, as one's core character must be recognized to establish clear life principles. Self-control is also an important aspect, where individuals with this ability are not easily influenced by their surroundings. Continuing to develop one's potential by learning from past experiences, both from personal mistakes and the experiences of others, is also an important step in character development. Furthermore, self-commitment, starting with simple commitments, will help individuals become accustomed to responsibility. Recognizing one's strengths and weaknesses can also strengthen character, as individuals can focus on their strengths to compensate for their weaknesses. Thus, various planned and continuous efforts will contribute to shaping the character and discipline of students in the school environment.

### ***Conclusion***

Provide a statement that what is expected, as stated in the "Introduction" section can ultimately result. Based on the identified issues, it can be concluded that supporting the achievement of students' character values, particularly discipline, requires several strategic solutions. First, the establishment of clear and consistent school and classroom rules is essential. Second, performing *Dhuhr* and *Dhuha* prayers in the congregation can serve as a means to train students in discipline. Furthermore, the implementation of active posts in each class before entering the classroom can have a positive impact on student discipline. Discipline messages can also be conveyed through designated areas around the school and bulletin



boards, which are managed alternately by each class, ensuring student involvement in the process. Monitoring student discipline can be done through daily logbooks that are filled out at home and monitored by parents. Additionally, the creation of task boards in classrooms serves as a reminder for students of the assignments given by teachers. Finally, designing trash bins decorated with students' artwork and creating a conducive classroom environment will function as a discipline laboratory for students. With this comprehensive approach, it is hoped that students' character values, particularly discipline, will improve significantly.

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