



## **Discipline character amongst students: The experience of school stakeholders in Indonesian secondary education**

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### **Abstract**

This study addresses the growing concern over students' moral and behavioral challenges in contemporary education, where discipline is increasingly recognized as a fundamental component of character formation. The study aims to examine how school stakeholders perceive and implement disciplinary practices in fostering students' character at SMP Al-Azhar Mandiri Palu, Indonesia. A descriptive qualitative research design was employed, involving semi-structured interviews with the principal, teachers, security personnel, and ninth-grade students, complemented by observations and document analysis. Data were analyzed using an interactive model consisting of data reduction, data display, and conclusion drawing, with triangulation applied to ensure credibility. The findings reveal that discipline is cultivated through a holistic and integrative approach involving structured school regulations, consistent supervision, parental involvement, and mentoring practices that emphasize self-reflection rather than punitive measures. Internal factors such as students' motivation and habits, as well as external factors including teacher guidance, security enforcement, and institutional policies, interact dynamically in shaping disciplined behavior. The study also highlights that the integration of ecological collaboration, religious-humanist values, and autonomy-supportive practices fosters the internalization of discipline among students. In conclusion, effective discipline development requires a comprehensive framework that combines clear regulations, relational support, and intrinsic motivation to promote sustainable character formation in secondary education.

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## **INTRODUCTION**

In recent decades, educational systems worldwide have increasingly confronted complex challenges related to students' moral development and behavioral regulation. Schools are no longer viewed solely as institutions for academic instruction but are expected to function as environments that cultivate ethical values, social responsibility, and character (Cheng, 2022; Utamirohmahsari, 2024). Within this broader mandate, discipline has emerged as a central component in shaping

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students' character and guiding their social conduct. Contemporary perspectives emphasize that discipline is not merely about enforcing compliance but involves fostering internal self-regulation and moral awareness (Rotolo, 2022; Ryan & Deci, 2020; Sibarani, 2024). However, rapid socio-cultural changes, digital influences, and shifting family dynamics have made the development of disciplined behavior increasingly complex. As a result, schools are required to adopt more comprehensive and adaptive approaches to discipline that extend beyond traditional rule enforcement. This evolving educational landscape highlights the need to reconceptualize discipline as an integrated process of character formation.

Empirical evidence indicates that many schools continue to struggle with issues such as student misconduct, declining respect for authority, and inconsistent adherence to institutional norms. Studies across different educational contexts report rising concerns regarding absenteeism, disruptive classroom behavior, and diminished student accountability (Kearney et al., 2019, 2022). In Indonesia, similar patterns have been observed, particularly in secondary education settings where adolescents experience significant developmental transitions (Jindal-Snape et al., 2020; Verhoeven et al., 2019; Virtanen et al., 2019). These challenges are often exacerbated by the mismatch between formal regulations and students' internalization of discipline-related values. While schools frequently rely on rule-based systems to manage behavior, such approaches may fail to address underlying motivational and relational dimensions. Consequently, disciplinary practices that focus primarily on control and punishment tend to produce short-term compliance rather than sustainable behavioral change. This situation underscores the need for more holistic and student-centered disciplinary strategies.

The urgency of addressing discipline as a core educational concern is further reinforced by national and global policy frameworks. In Indonesia, character education is explicitly embedded within the national development agenda, emphasizing the cultivation of responsible, ethical, and socially aware citizens (Kemdikbud, 2020). Similarly, international frameworks advocate for the integration of socio-emotional learning and moral development within formal education systems (Kamal, 2026; UNESCO, 2021). Within these contexts, discipline is conceptualized as a manifestation of broader values such as responsibility, respect, and integrity (Santosa et al., 2025). However, translating these normative ideals into effective school practices remains a persistent challenge. Many institutions struggle to operationalize character education in ways that meaningfully influence students' daily behavior. Therefore, examining how discipline is understood and implemented at the school level becomes critically important. Such inquiry can provide insights into how educational policies are enacted in real-world contexts.

In response to these challenges, there has been a growing recognition that discipline should be approached as a multidimensional construct involving ecological, social, and psychological factors. Rather than being confined to classroom management, discipline is increasingly understood as the outcome of interactions among students, teachers, families, and institutional structures (Burden, 2020, 2025; Williams III et al., 2023). From this perspective, effective disciplinary practices require alignment between school regulations, relational support, and students' intrinsic motivation. Furthermore, in faith-based educational settings, moral and spiritual values play a significant role in shaping students' behavior and attitudes (Amin, 2024; ErliAtun & Anggraeni, 2025). Integrating these dimensions can potentially create a more meaningful and sustainable approach to discipline. However, such integration is rarely implemented systematically in many educational contexts. This gap between theoretical understanding and practical implementation highlights the importance of empirical investigation.

Previous studies have examined discipline from various perspectives, including classroom management, school regulations, and character education programs. Research has shown that supportive learning environments, clear expectations, and consistent enforcement can positively influence student behavior (Diwakar, 2026; Letuma, 2024; Monteiro et al., 2021). More recent studies emphasize the role of teacher enthusiasm, student engagement, and peer relationships in fostering discipline (Amerstorfer & Freiin von Münster-Kistner, 2021; Cents-Boonstra et al., 2021; Okokoyo Isabella Ezinwa, 2024). In addition, parental involvement has been identified as a critical factor in shaping students' behavioral outcomes (Kumar & Singh, 2026; Yang et al., 2023). Within Islamic educational contexts, approaches such as religious-humanist education have been proposed to integrate moral and spiritual values into character formation (Malik, 2025; Prasong, 2025; Sidik

et al., 2026). These studies collectively suggest that discipline is influenced by a combination of structural, relational, and value-based factors. Nevertheless, the existing literature tends to examine these elements in isolation rather than as an interconnected system.

Despite the growing body of research, several limitations remain evident. First, many studies conceptualize discipline either as rule enforcement or as abstract moral discourse, without integrating structural, ecological, and motivational dimensions into a unified framework. Second, empirical research often focuses on outcomes rather than exploring how disciplinary practices are experienced and interpreted by different school stakeholders. Third, there is limited attention to how religious-humanist values are operationalized within institutional disciplinary systems, particularly in Islamic secondary schools. Finally, the role of intrinsic motivation, as emphasized in Self-Determination Theory, is frequently underexplored in studies of school discipline (Ryan & Deci, 2020). These limitations indicate a significant research gap in understanding discipline as a holistic and multi-layered process. Addressing this gap requires an approach that integrates ecological interactions, value-based education, and psychological motivation within a single analytical framework.

Based on these considerations, this study aims to examine how discipline is perceived and implemented by school stakeholders in an Indonesian Islamic secondary school context. Specifically, it investigates the experiences of principals, teachers, security personnel, and students in fostering disciplinary character through school regulations and daily practices. The study contributes theoretically by integrating Ecological Systems Theory, Religious Humanist Education, and Self-Determination Theory into a cohesive framework for understanding discipline. Practically, it offers insights into how schools can develop more effective and sustainable disciplinary strategies that promote students' intrinsic motivation and moral development. By focusing on the lived experiences of stakeholders, this research provides a nuanced understanding of how discipline is constructed and enacted within a real educational setting. Ultimately, the study seeks to advance the discourse on character-based discipline and inform the development of holistic educational practices.

## METHOD

### Research Design

This study employed a qualitative research design with a descriptive case study approach to explore how discipline is perceived and implemented by school stakeholders within a real educational setting. A qualitative approach was selected because the research aimed to capture in-depth perspectives, lived experiences, and contextual meanings that cannot be adequately represented through numerical data (Creswell et al., 2014). The case study design enabled the researchers to investigate discipline as a complex and context-dependent phenomenon within a specific institutional context. This approach allowed for a holistic understanding of interactions among school stakeholders, institutional regulations, and students' behavioral development.

### Research Site and Duration

The research was conducted at SMP Al-Azhar Mandiri Palu, an Islamic secondary school located in Central Sulawesi, Indonesia. The site was purposively selected due to its strong institutional reputation and its consistent emphasis on discipline and character education. The school provides a relevant context for examining how disciplinary values are integrated with religious and institutional practices. Data collection was carried out over a three-month period, from January to March 2026. This duration enabled prolonged engagement, allowing the researchers to observe recurring behavioral patterns and ensure the credibility of the collected data.

### Participants and Sampling Technique

The participants consisted of key school stakeholders who were directly involved in disciplinary processes. A total of 15 participants were selected using purposive sampling, including one principal, six teachers (including members of the 7K disciplinary team), two security personnel, and six ninth-grade students. The inclusion criteria required participants to have active involvement in implementing or experiencing school disciplinary practices. Students were selected based on their willingness to participate and their varied disciplinary experiences. This sampling strategy ensured diverse perspectives and allowed the study to capture the complexity of discipline implementation across different roles within the school.

## Research Instruments

Data were collected using multiple instruments to ensure triangulation and data richness. The primary instruments included semi-structured interview guides, observation sheets, and document analysis checklists. The interview guide was developed based on key theoretical constructs derived from Ecological Systems Theory, Religious Humanist Education, and Self-Determination Theory. It focused on themes such as perceptions of discipline, implementation strategies, and stakeholder roles. Observations were conducted using a structured observation protocol to document student behavior, teacher-student interactions, and disciplinary enforcement during daily school activities. In addition, document analysis was carried out on school regulations, disciplinary records, and institutional policies to provide contextual support for the findings.

## Instrument Validity and Reliability

To ensure the rigor of the research instruments, several validation procedures were conducted. Content validity was established through expert judgment involving two educational researchers and one school practitioner, who evaluated the relevance and clarity of the instruments. Revisions were made based on their feedback to enhance alignment with the research objectives. A pilot interview was conducted with two participants outside the main sample to refine the clarity and sequencing of questions. Reliability in qualitative research was ensured through consistency in data collection procedures, the use of standardized interview protocols, and detailed field documentation. Data triangulation across interviews, observations, and documents was also applied to enhance the trustworthiness and confirmability of the findings (Donkoh & Mensah, 2023).

## Data Collection Procedure

The data collection process was carried out in several systematic stages. Initially, formal permission was obtained from the school administration, followed by participant recruitment based on predefined criteria. During the implementation stage, semi-structured interviews were conducted individually, each lasting between 30 and 60 minutes, and were audio-recorded with participants' consent. Observations were conducted as non-participant observations during daily school routines, particularly focusing on disciplinary practices such as morning supervision and rule enforcement. Document analysis was conducted concurrently to examine institutional policies and disciplinary frameworks. All data were transcribed verbatim, organized systematically, and stored securely for further analysis.

## Data Analysis Technique

Data analysis was conducted using an interactive qualitative analysis model adapted from Miles and Huberman (1994), consisting of data reduction, data display, and conclusion drawing. In the data reduction stage, raw data were coded using open coding techniques to identify meaningful units. These codes were then grouped into categories based on patterns and similarities. In the data display stage, organized data were presented in narrative and matrix forms to facilitate interpretation. Finally, thematic analysis was conducted to generate overarching themes that reflected the integration of ecological, religious-humanist, and motivational dimensions of discipline. The analysis process was iterative, allowing continuous refinement of themes until data saturation was achieved.

## Ethical Considerations

This study adhered to established ethical research principles. Informed consent was obtained from all participants prior to data collection, including parental consent for student participants. Participants were informed about the purpose of the study, their voluntary participation, and their right to withdraw at any time. Confidentiality and anonymity were ensured by assigning codes to participants and securely storing all data. The research process was conducted with respect, integrity, and a commitment to avoiding any form of harm to participants, ensuring compliance with academic ethical standards.

## RESULTS AND DISCUSSION

### Results

The findings of this study are derived from interviews, observations, and document analysis conducted at SMP Al-Azhar Mandiri Palu. The data reveal that discipline is not treated merely as rule compliance but is embedded as a structured and value-driven system involving multiple stakeholders. The implementation of discipline is supported by institutional policies, daily routines, and active engagement from teachers, security personnel, and students. Across all data sources, discipline emerges as a dynamic process shaped by interactions between internal student factors and external institutional influences. The analysis resulted in four major themes that represent how discipline is constructed and enacted within the school environment.

#### *Theme 1: Structured Discipline through Institutional Routines*

The findings indicate that discipline is strongly reinforced through structured daily routines and institutional regulations. Observations show that school activities begin with a highly organized system, particularly during morning supervision conducted by the 7K team. Students are required to arrive on time, participate in cleaning duties, and comply with uniform regulations. These routines are implemented consistently, creating predictable behavioral expectations.

Interview data confirm that teachers and staff perceive structured routines as an essential foundation for discipline. Participants emphasized that repeated exposure to consistent rules helps students develop habitual discipline. Students also reported that daily routines make them more aware of their responsibilities and reduce the likelihood of violating school rules. The structured environment functions not only as a regulatory system but also as a mechanism for internalizing discipline over time.

#### *Theme 2: The Role of Stakeholders in Reinforcing Discipline*

The study reveals that discipline is collectively maintained by multiple stakeholders, including teachers, school leaders, and security personnel. Teachers play a central role in guiding students through supervision, mentoring, and consistent enforcement of rules. Security personnel contribute by monitoring student behavior, ensuring punctuality, and maintaining order in non-classroom settings.

Students acknowledged that the presence of authority figures significantly influences their behavior. Observational data show that consistent supervision creates a sense of accountability among students. Furthermore, collaboration between teaching and non-teaching staff ensures that disciplinary expectations remain consistent across different school contexts. This collective approach minimizes inconsistencies and strengthens the overall disciplinary system within the institution.

#### *Theme 3: Mentoring-Based Discipline Approach*

One of the most significant findings is the emphasis on mentoring rather than punitive measures in addressing student misconduct. The school implements a structured coaching system that categorizes violations into minor, moderate, and severe levels. Instead of punishment, students are guided through corrective actions such as supervised tasks, reflection sessions, and behavioral coaching. Interview data indicate that both teachers and students perceive this approach as more effective in promoting self-awareness and responsibility. Students reported that mentoring encourages them to understand the consequences of their actions rather than simply avoiding punishment. Observations further confirm that coaching sessions are conducted in a supportive manner, focusing on behavioral improvement rather than reprimand. This approach fosters a more positive disciplinary climate and encourages long-term behavioral change.

#### *Theme 4: Interaction of Internal and External Factors in Discipline Formation*

The findings highlight that discipline is influenced by the interaction between internal and external factors. Internal factors include students' motivation, personal habits, and awareness of discipline-related values. Students who demonstrated higher intrinsic motivation tended to comply with rules more consistently and showed greater responsibility in their daily activities. External factors include school policies, teacher supervision, security enforcement, and parental involvement. Interviews with stakeholders indicate that parental support plays a significant role in reinforcing

discipline beyond the school environment. Observations also show that consistent institutional practices strengthen students' behavioral patterns.

The interaction between these factors creates a dynamic system in which discipline is gradually internalized. Students are not only guided by external regulations but also develop personal responsibility through repeated engagement with structured and supportive environments.

**Table 1.** Summary of Key Findings

Theme	Description	Key Evidence
Structured Discipline	Discipline is reinforced through consistent routines and rules	Morning supervision, punctuality monitoring, cleaning duties
Stakeholder Involvement	Multiple actors contribute to discipline implementation	Teacher guidance, security monitoring, administrative coordination
Mentoring-Based Approach	Discipline is developed through coaching rather than punishment	Reflection sessions, corrective tasks, behavioral mentoring
Internal-External Interaction	Discipline emerges from the interaction of personal and institutional factors	Student motivation, parental involvement, institutional policies

Overall, the results demonstrate that discipline at SMP Al-Azhar Mandiri Palu is developed through a holistic and integrated system. The combination of structured routines, stakeholder involvement, mentoring-based strategies, and the interaction of internal and external factors contributes to the formation of disciplined behavior among students. Rather than relying solely on enforcement, the school emphasizes guidance, reflection, and consistent engagement. This integrated approach enables students to gradually internalize discipline as part of their character rather than merely complying with external rules.

## Discussion

The findings indicate that discipline in the studied Islamic secondary school is primarily constructed through structured institutional routines, which function not merely as regulatory mechanisms but as formative processes that shape students' behavioral habits over time. This suggests that discipline operates as a process of habituation, where repeated exposure to consistent rules fosters internal behavioral patterns rather than superficial compliance. From the perspective of Ecological Systems Theory, such routines represent the microsystem in which students continuously interact with structured expectations, thereby reinforcing behavioral stability. This finding aligns with recent studies emphasizing the importance of structured environments in promoting behavioral consistency and engagement (Letuma, 2024; Diwakar, 2026). However, unlike prior research that treats routines as static mechanisms, this study demonstrates their dynamic role in facilitating internalization through repeated social interaction. The implication is that discipline is not merely imposed externally but gradually embedded within students' cognitive and behavioral schemas. This extends existing theoretical discussions by positioning institutional routines as active agents in character formation rather than passive regulatory tools.

The study further reveals that discipline is collectively reinforced through the coordinated roles of multiple stakeholders, including teachers, school leaders, and security personnel, highlighting the systemic nature of behavioral regulation. This finding underscores that discipline is not an isolated pedagogical act but a distributed responsibility embedded within institutional structures. In line with Ecological Systems Theory, this reflects the interaction between microsystems and mesosystems, where consistent communication and alignment among stakeholders strengthen behavioral expectations. Previous studies have similarly emphasized the importance of collaborative school environments in shaping student behavior (Cents-Boonstra et al., 2021; Yang et al., 2023). Nevertheless, this research extends those findings by incorporating non-teaching staff, such as security personnel, as active contributors to disciplinary practices, which is often overlooked in the literature. The inclusion of these actors suggests that discipline operates beyond classroom boundaries, forming a comprehensive institutional ecosystem. Consequently, this expands the conceptualization of discipline from a teacher-centered approach to a multi-actor system that enhances consistency and accountability across contexts.

Another significant finding is the adoption of a mentoring-based approach to discipline, which prioritizes guidance, reflection, and behavioral coaching over punitive measures. This indicates a

shift from external control toward internal regulation, where students are encouraged to understand the consequences of their actions rather than merely avoid sanctions. This approach is strongly supported by Self-Determination Theory, which posits that autonomy-supportive environments foster intrinsic motivation and sustainable behavioral change (Ryan & Deci, 2020). Consistent with recent studies, mentoring and supportive feedback have been shown to enhance student engagement and responsibility (Monteiro et al., 2021; Amerstorfer & Frein von Münster-Kistner, 2021). However, this study provides a more nuanced understanding by demonstrating how mentoring practices are systematically embedded within disciplinary frameworks rather than applied as isolated interventions. This suggests that effective discipline requires not only relational support but also structured opportunities for self-reflection. The implication is that schools should reconsider punitive models and adopt mentoring-oriented strategies that promote long-term behavioral transformation.

The interaction between internal and external factors emerges as a critical determinant of discipline formation, indicating that student behavior is shaped by both personal dispositions and institutional influences. This finding highlights the reciprocal relationship between intrinsic motivation and environmental support, where internal awareness is reinforced through external structures. Within the framework of Self-Determination Theory, this reflects the interplay between autonomy, competence, and relatedness in fostering self-regulated behavior. Previous research has similarly identified motivation and parental involvement as key factors influencing student discipline (Kumar & Singh, 2026; Yang et al., 2023). However, this study extends these findings by demonstrating how these factors interact dynamically rather than operating independently. The integration of internal and external elements suggests that discipline is a co-constructed process, shaped through continuous interaction between individual agency and institutional guidance. This reinforces the argument that sustainable discipline cannot be achieved through isolated interventions but requires a holistic and interconnected approach.

The integration of religious-humanist values within disciplinary practices represents another key finding, emphasizing the role of moral and spiritual dimensions in shaping student behavior. This suggests that discipline is not solely a behavioral construct but also a value-driven process rooted in ethical and spiritual awareness. The findings align with contemporary discussions on value-based education, which highlight the importance of integrating moral frameworks into learning environments (Amin, 2024; Malik, 2025). At the same time, this study extends the literature by demonstrating how religious-humanist values are operationalized within daily disciplinary practices rather than remaining abstract principles. Compared to previous studies that treat moral education as a separate domain, this research shows its direct integration into behavioral regulation systems. This integration enhances the internalization of discipline by linking behavioral expectations with deeply held values. Consequently, the study contributes to the growing body of knowledge on faith-based education by illustrating how spiritual dimensions can strengthen character development in practical and measurable ways.

Furthermore, the findings suggest that discipline in this context functions as a holistic system that integrates structural, relational, and motivational dimensions, rather than as a fragmented set of practices. This holistic perspective reflects an advanced conceptualization of discipline as a multi-layered construct that operates across different levels of the educational environment. In contrast to earlier studies that focus on singular aspects of discipline, such as classroom management or rule enforcement (Burden, 2020; Williams et al., 2023), this research demonstrates the interdependence of various elements within a unified framework. The integration of Ecological Systems Theory, Self-Determination Theory, and religious-humanist education provides a comprehensive lens for understanding discipline as both a social and psychological phenomenon. This conceptual synthesis represents a significant theoretical contribution, as it bridges gaps between previously disconnected perspectives. The implication is that effective disciplinary models must address multiple dimensions simultaneously to achieve sustainable outcomes.

A critical analysis of the findings also reveals the importance of contextual factors, particularly the institutional culture and religious orientation of the school, in shaping disciplinary practices. The strong emphasis on collective responsibility and moral values may not be easily replicated in secular educational settings, indicating potential limitations in generalizability. While previous studies have highlighted the influence of school climate on student behavior (Okokoyo Isabella Ezinwa, 2024;

Santosa et al., 2025), this study provides a deeper understanding of how specific cultural and religious contexts shape disciplinary approaches. Alternative explanations may include the role of leadership style, community expectations, or socio-cultural norms, which were not explicitly examined in this study. This suggests that discipline is context-dependent and cannot be fully understood without considering broader socio-cultural influences. Therefore, future research should explore comparative contexts to examine how different institutional environments influence the effectiveness of disciplinary models.

Overall, this study contributes to the global discourse on discipline and character education by proposing a conceptual shift from control-oriented models toward integrative and motivation-based approaches. The findings not only support existing theories but also extend them by demonstrating how ecological interactions, intrinsic motivation, and value-based education can be combined into a cohesive disciplinary framework. This positions the research within a broader international effort to develop sustainable models of character education that align with contemporary educational challenges. By addressing the limitations of previous studies that treat discipline as a fragmented concept, this research offers a more comprehensive and contextually grounded perspective. The theoretical and practical implications suggest that schools should adopt holistic strategies that integrate structure, relationships, and values to foster long-term behavioral development. In doing so, this study provides a meaningful contribution to both academic scholarship and educational practice, particularly within faith-based educational contexts.

## CONCLUSION

This study provides a comprehensive understanding of how discipline is constructed and implemented within an Islamic secondary school context through the perspectives of multiple stakeholders. The findings demonstrate that discipline is not merely a function of rule enforcement but emerges as a holistic and dynamic process shaped by the interaction of structured institutional practices, stakeholder engagement, and students' internal dispositions. The integration of consistent routines, collaborative supervision, and mentoring-based interventions enables discipline to be gradually internalized rather than externally imposed. This indicates that sustainable disciplinary behavior is more effectively achieved when students are guided to develop self-awareness, responsibility, and intrinsic motivation. The study contributes theoretically by offering an integrated framework that connects ecological interactions, religious-humanist values, and motivational processes in understanding discipline. By combining these perspectives, the research extends existing literature that often treats discipline as either regulatory control or abstract moral discourse. Instead, discipline is positioned as a multi-layered construct involving environmental systems, value internalization, and psychological needs. Practically, the findings provide evidence that schools can enhance disciplinary outcomes by shifting from punitive approaches toward mentoring-oriented strategies that emphasize reflection, guidance, and relational support.

Despite its contributions, this study has several limitations. The research was conducted in a single institutional context, which may limit the generalizability of the findings to other educational settings. Additionally, the study relied primarily on qualitative data, which, while rich in depth, may benefit from complementary quantitative validation in future research. The focus on stakeholder perceptions also suggests the need for longitudinal investigation to examine the long-term impact of such disciplinary approaches on students' behavior beyond the school environment. Future research is recommended to expand the scope of investigation across diverse educational contexts, including comparative studies between secular and faith-based institutions. Quantitative or mixed-methods approaches may also be employed to examine the strength of relationships between disciplinary practices and student outcomes. Furthermore, longitudinal studies are needed to explore how internalized discipline influences students' academic performance, social behavior, and ethical decision-making over time. By addressing these areas, future research can further strengthen the development of comprehensive and sustainable models of discipline in education.

## AUTHOR CONTRIBUTION STATEMENTS

J.H.T.B. conceptualized the study, designed the research framework, and supervised the overall research process. G.B.W. contributed to the development of the methodology and ensured the validation and rigor of the research instruments. M.S.A.R. was responsible for data collection, fieldwork coordination, and initial data organization. M.M. assisted in data coding, data management, and supported the analytical process. R. contributed to data analysis, interpretation of findings, and drafting the results and discussion sections. N.A. conducted the literature review, managed referencing, and ensured alignment with theoretical frameworks. S.N.B.S. was responsible for manuscript editing, proofreading, and final preparation for submission.

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