

APPLICATION OF THE PRINCIPLES OF CLASSROOM DISCIPLINE AS AN EFFORT TO IMPROVE THE QUALITY OF THE LEARNING PROCESS

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Abstract

This article aims to explore the application of discipline principles in the classroom as a step to improve the quality of learning. Discipline in the classroom is a crucial factor in creating a supportive, efficient learning environment that focuses on achieving educational goals. This study adopted a qualitative descriptive approach by analyzing the concept, purpose, and role of classroom discipline in shaping student character. The research findings indicate that implementing discipline based on self-awareness, rather than coercion, can increase student participation, academic achievement, and attitudes of responsibility and self-control. Furthermore, discipline based on Islamic values, such as obedience, justice, and role models, significantly contributes to the development of students' character and good character. However, implementing discipline impact of technology, moral crisis, and social conditions. Therefore, collaboration between teachers, schools, parents, and the community is needed to implement classroom discipline effectively and sustainably to improve the quality of learning.

Keywords: Class Discipline, Learning Process, Character Building.

INTRODUCTION

Education is the main basis in the progress of a nation and civilization, because through learning, the individual is able to optimize the intellectual, moral, social and spiritual abilities that exist in him. The success of education depends not only on the quality of the curriculum and teachers, but also influenced by a supportive learning atmosphere.¹ One of the crucial elements that help create an effective learning atmosphere is discipline in the classroom. Classroom discipline serves to create order, tranquility, and comfort in the teaching process, so that educational goals can be achieved properly.

In today's educational reality, the application of classroom discipline faces many challenges due to increasingly complex social, cultural and technological developments. Easy access to information, use of digital media, and changes in the way students interact also affect their behavior in school. This situation often causes various problems, such as low adherence to school rules, lack of attention during learning, late attendance, and a low sense of

¹ A. Niazi, "Education is the foundation of individual growth and social progress," *Integr. J. Res. Arts Humanit* 5 (2025): 80–83.

responsibility for academic tasks.² This phenomenon shows that classroom discipline is increasingly understood not only as a way to control student behavior, but also as a character-building process, which is an important provision for living in society.

Students need direction to develop a disciplined attitude as part of their character building. Discipline allows students to master themselves, increase responsibility, build self-confidence, and respect the rights and obligations of others. Although in practice it is often associated with punishment, true discipline is distinct from it. Discipline aims to develop awareness in students to comply with the rules in accordance with religious values, culture, social norms, and views on life that they believe in.³ Therefore, the correct application of discipline can help students in developing sustainable positive behavior.

Purwanto also emphasized the importance of discipline in the learning process, stating that discipline in the classroom has a role to provide security to students through clarity in the rules, encourage students to meet existing expectations, provide guidance to understand the consequences of their behavior, and increase moral awareness in decision making.⁴ Thus, discipline in the classroom is not only aimed at to create order, but also serves in the formation of character and improving the quality of student learning process.

Several previous studies have shown that discipline in the classroom is closely related to how effective the learning process as well as the formation of character in students.⁵ states that discipline is a crucial element in creating a good learning atmosphere. On the other hand, it emphasizes the importance of discipline in managing student behavior based on moral and social values. Other research conducted by.⁶ also revealed that the application of discipline in the classroom can improve students' compliance with school rules and make a positive contribution to the success of learning. Nonetheless, many such studies still focus on the conceptual aspects of the discipline and its impact on student behavior in general.

Based on the analysis, there is a research gap that needs to be investigated further, namely the limitations of in-depth exploration related to the implementation of classroom

² Cristina Ispas dan Ana-Maria Eugenia Ispas, "Challenges and solutions of discipline in contemporary classroom education," *Educata* 21, 2023, 4–17.

³ Ahmad Rosidi dan Firda Juan, "Management strategy for islamic education institutions in improving discipline character," *At-Tahsin: Jurnal Manajemen Pendidikan* 3, no. 1 (2023): 35–43.

⁴ Nufiar Rusnawati, "Urgensi Penerapan Kedisiplinan pada Peserta Didik dalam Belajar di Lingkungan Sekolah," *Jurnal Aktualisasi Pendidikan Islam* 17, no. 2 (2022): 89.

⁵ S. Sumardi, "The Influence of Student Management on Students' Attitudes and Behavior in Learning at School," *International Journal of Social Science and Human Research* 6, no. 07 (2023): 4010–16.

⁶ Ni Ketut Sri Eka Utari, "Penerapan disiplin positif melalui kesepakatan kelas untuk meningkatkan disiplin belajar pada siswa tunagrahita," *Jurnal Pendidikan Inklusi Citra Bakti* 1, no. 1 (2023): 11–19.

discipline in certain learning contexts, factors that support and hinder its application, and the effect on student learning behavior in certain educational environments.⁷ This shows that there is a need for research that can provide empirical insight into the practice of discipline in the field so that it can be a foundation in designing more effective learning strategies.

From the background and gaps of the research, the purpose of this study is to analyze the implementation of classroom discipline during the teaching-learning process, identify the elements that affect its implementation, and describe the impact of classroom discipline on student behavior and learning process. It is hoped that the results of this study can contribute to the development of more efficient educational practices in creating a learning environment that supports and defines the character of the learners.

RESEARCH METHOD

This study uses qualitative methods based on literature studies to analyze the concept and application of classroom discipline in learning, relying on secondary data from books, scientific articles, proceedings, and relevant academic documents selected based on topic suitability, credibility, and actuality. Data collection techniques are carried out through document analysis, while the analysis process includes collecting, filtering, organizing by theme, structured presentation, and drawing conclusions in a descriptive qualitative manner. The research flow starts from problem identification, focus determination, literature collection, selection and data reduction, thematic grouping, analysis, interpretation, to conclusions, with the ultimate goal of obtaining a deep understanding of the role of classroom discipline in improving the effectiveness of learning and student character development.⁸

DISCUSSION RESULTS

By referring to the analysis of various sources that discuss discipline in the classroom during the learning process, it was revealed that discipline in the classroom has a very crucial role in creating a productive and fun learning atmosphere. The results indicate that the application of discipline in the classroom not only serves to maintain order during learning activities, but also plays a role in the development of student character, especially in terms of responsibility, independence, and compliance with regulations.

⁷ Ammi Rahmi Ramadani dkk., "Analysis of the Implementation of Behavioristic Learning Theory in the Transformation of Student Discipline," *Edusoshum: Journal of Islamic Education and Social Humanities* 6, no. 2 (2026): 879–89.

⁸ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2017), hlm. 6.

The results indicate that classroom settings have a very crucial role in creating an efficient learning process and support the formation of the character of the students. According to a study of several sources, classroom management is realized through compliance with regulations, accuracy in time, responsibility in completing assignments, and mutual respect between teachers and other students. The implementation of arrangements that are carried out on an ongoing basis is proven to create a favorable learning atmosphere so that the learning process can run more purposefully and effectively.⁹ In addition to affecting the improvement of learning quality, classroom settings also contribute to the formation of positive character traits such as a sense of responsibility, independence, self-control, and compliance with existing norms.

The results of this study are in line with the findings of imam musbikin who stated that classroom settings are an important element in creating a regular and supportive learning environment.¹⁰ These findings also support the results obtained by utari who explained that the regulation serves as a means of establishing the regularity of student behavior based on prevailing social and moral values. In addition, research shows that the implementation of classroom settings can improve student compliance with school rules and support success in the learning process.¹¹ The similarity of these findings suggests that regulation not only serves as a method of controlling behavior, but also as an educational tool that plays a role in the continuous development of student character.

From a theoretical point of view, the findings from this study reinforce the idea of a classroom discipline that includes behavioral, cognitive and affective aspects. On the behavioral aspect, discipline is seen from the level of student compliance with regulations and academic responsibility. In the cognitive aspect, the student realizes the essence of discipline as an element that favors success in learning. As for the affective aspect, discipline creates positive attitudes such as respect for Time, responsibility and respect for others. Therefore, the findings of this study support the view that discipline is more than just following rules, it is also a process of internalizing values that direct positive behavior in everyday life.

⁹ Nila Frischa Panzola dkk., "Classroom Management Strategies in Creating an Effective Learning Atmosphere," *Manajia: Journal of Education and Management* 2, no. 1 (2024): 51–61.

¹⁰ Imam Musbikin, *Pendidikan karakter disiplin* (Nusamedia, 2021).

¹¹ Rohmanuddin Ahmad dkk., "Innovative Educational Management Model of the School Principals to improve Discipline and Personality of Elementary School Students in the Digital Era," *EDUKASIA Jurnal Pendidikan dan Pembelajaran* 7, no. 1 (2026): 29–40.

The findings also reinforce the analysis that the main purpose of discipline in learning is not only to maintain order, but also to improve academic achievement and hone students' self-control skills. Students who regularly practice discipline tend to have a more structured approach to learning, are able to manage their time efficiently, and show a higher level of responsibility for academic tasks.¹² This suggests that discipline is closely related to success in the educational process as a whole.

In the realm of Islamic education, the results showed that the application of classroom discipline has a close relationship with Islamic values, especially the value of obedience, responsibility, justice, and good morals. In the view of Islam, discipline is not considered as a form of coercion, but as the awareness of the individual to undergo obligations in accordance with religious teachings.¹³ Therefore, the application of discipline based on Islamic values can be an effective tool to shape the character of students who have faith, piety, and good character. The role of teachers as role models is vital in this process because students tend to imitate the behaviors they witness in the educational environment.

The results also revealed that the application of classroom discipline is currently facing various challenges due to technological advances and social changes. Excessive use of social media, lack of attention to moral values, the influence of the social environment, and lack of involvement from the family are factors that can affect the level of student discipline. This situation forces schools to devise discipline strategies that are more adaptive, educative, and humane.¹⁴ Teachers now not only serve as regulatory supervisors, but also as mentors who facilitate students in understanding the meaning of discipline in their lives.

The implications of this study suggest that successful classroom discipline requires collaboration between schools, teachers, parents, and communities. Discipline that is applied on an ongoing basis and supported by a healthy environment can form the personality of students who are responsible, independent, and have high morals.¹⁵ In addition, this study provides an indication that discipline in the classroom can be one of the solutions to overcome

¹² Chen Minhua dan Kway Eng Hock, "Exploring the impact of discipline in students learning process," *International Journal of Academic Research in Business and Social Sciences* 14, no. 5 (2024): 131–39.

¹³ Ridho Apriyadi dan Fisman Bedi, "The Role Of Teachers In Building Discipline And Responsibility Character In Students Through Islamic-Based Thematic Learning: The Role Of Teachers In Building Discipline And Responsibility Character In Students Through Islamic-Based Thematic Learning," *al-Iltizam: Jurnal Pendidikan Agama Islam* 9, no. 2 (2024): 285–95.

¹⁴ makaoui Ismail, "The Question Of Moral Values And Discipline For High And Middle School Moroccan Students," *Quantum Journal of Social Sciences and Humanities* 3, no. 6 (2022): 57–67.

¹⁵ Rodia Rotani Rianda dkk., "Implementasi Kebijakan Tentang Penegakan Disiplin Guru dan Peserta Didik di Sekolah," *Jurnal Budi Pekerti Agama Islam* 3, no. 4 (2025): 78–85.

various student behavior problems that arise in today's world, such as lack of responsibility in learning, violation of rules, and reduced respect for teachers and the school environment.¹⁶

CONCLUSION

This study aims to explore the application of discipline principles in the classroom in order to improve the quality of learning and its contribution in the formation of student character. Utilizing qualitative methods and approaches to literature studies, this study analyzes a variety of relevant academic sources to gain an in-depth understanding of the concept, implementation, and influence of the discipline in education. The results of this study indicate that discipline in the classroom has a crucial role in creating a good learning atmosphere, increase the effectiveness of the learning process, and help develop positive characters in students, such as a sense of responsibility, independence, honesty, self-control, and respect for the rules.

The findings of the study also indicate that the successful application of classroom discipline is influenced by a variety of factors, including the role of teachers as role models, support from families, the school environment, and students' own self-awareness. In addition, discipline combined with Islamic values, such as obedience, justice, responsibility, and good manners, has been shown to strengthen the process formation of student character. This finding is consistent with the discussion that shows that discipline not only serves as a means of monitoring behavior, but also as a medium to instill moral values that support the achievement of overall educational goals.

However, this study has limitations because it only uses secondary data from the literature and does not involve collecting data directly in the field. Therefore, the results of this study are more focused on the conceptual study and synthesis of theories from previous studies, so they cannot describe the specific conditions for the application of classroom discipline in a particular educational institution.

Based on the existing limitations, it is advisable for future research to adopt a field approach through qualitative and quantitative means, in order to collect more comprehensive empirical data on the implementation of discipline in the classroom at various levels of Education. Future research could also investigate the extent to which disciplinary models

¹⁶ Liu Han dkk., "The Effects of Elementary School Teachers' Skills in Managing the Classroom on Discipline-Violating Students," *International Journal of Advances in Business and Management Research (IJABMR)* 2, no. 1 (2024): 26–31.

based on Islamic values improve students' character, as well as examine the impact of advances in digital technology on students' levels of discipline. Therefore, it is hoped that the results of future research can expand the study of classroom discipline and contribute more broadly to the development of effective and sustainable educational policies and practices.

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