

Fostering Student Discipline through School Culture at MI Miftahul Ulum Tulung Jaya

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Abstract

This study aims to describe the forms of school culture implemented to foster student discipline, the process of cultivating this discipline through school culture, and the roles of the madrasa principal, teachers, students, educational staff, and parents in this endeavor at MI Miftahul Ulum Tulung Jaya. A qualitative approach utilizing a case study design was employed. The research was conducted at MI Miftahul Ulum Tulung Jaya during the current semester of the 2025/2026 academic year. Informants—comprising the madrasa principal, teachers, students, and parents—were selected using purposive sampling. Data were collected through observation, semi-structured interviews, and document analysis. Qualitative data analysis involved processes of organization, reduction, presentation, and conclusion drawing. The results indicate that the school culture implemented to foster discipline includes punctuality, adherence to rules and regulations, the habituation of religious activities, maintaining environmental cleanliness, modeling by teachers and the principal, and fostering responsibility through classroom duty rosters. The process of cultivating discipline involves the dissemination of rules, habituation, role modeling, supervision and guidance, and continuous evaluation. The madrasa principal acts as a leader, director, supervisor, and evaluator; teachers serve as role models, guides, motivators, and mentors; students act as implementers of the discipline culture; and parents play a role in reinforcing disciplined habits within the family environment. The findings demonstrate that consistent implementation of school culture and synergy among all members of the madrasa community are crucial factors in shaping student discipline.

Keywords

Keyword 1; Keyword 2; Keyword 3; (three to five keywords in alphabetical order) Use Palatino Type 10pt



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INTRODUCTION

Education is essentially not only oriented toward developing students' academic abilities but also carries the responsibility of shaping their character. Students are expected not only to have the ability to understand knowledge but also to possess attitudes, values, and habits that

can serve as a foundation for their daily lives. One of the important character traits that should be developed from elementary education is discipline.

Discipline is one of the character values related to an individual's ability to obey rules, fulfill obligations, respect time, and take responsibility for tasks and actions. Discipline needs to be instilled from elementary school because, at this stage, students are in the process of developing habits and behavioral patterns. Habits practiced continuously can gradually develop into character traits that become embedded in students' personalities.

The development of disciplinary character cannot be achieved solely through advice or the delivery of learning materials. Students need an environment that allows them to experience, practice, and repeatedly demonstrate disciplined behavior in their daily lives. Therefore, schools or madrasahs play a strategic role in providing an educational environment that supports character development.

One of the means that can be used to develop students' character is school culture. School culture refers to a set of values, norms, habits, traditions, rules, and patterns of interaction that develop and are practiced by all members of the school community. Such culture can be observed in various daily activities, including punctuality, compliance with school regulations, environmental cleanliness, religious activities, interactions between teachers and students, and exemplary behavior demonstrated by members of the school community.

Huda et al. (2021) explain that school culture encompasses the values, norms, habits, and characteristics that develop within the school environment and become part of the school's identity. This culture is reflected in the behavior of all members of the school community and serves as a guide in carrying out educational activities. Thus, school culture has a close relationship with the development of students' character.

School culture can be implemented through continuous habituation, thereby creating positive habits among students (Amelia & Ramadan, 2021). School culture is not limited to written regulations but is also manifested through teachers' exemplary behavior, daily habituation, and interactions within the school environment. Lutfiana et al. (2021) also state that school culture can be implemented through routine activities, spontaneous activities, exemplary behavior, and the conditioning of the school environment.

A positive school culture can serve as a medium for internalizing character values. Students do not merely learn about the rules that apply but also experience a process of habituation through which these values gradually become part of their behavior. In the context of disciplinary character, habits such as arriving at school on time, participating in school activities, obeying school regulations, completing assignments, maintaining cleanliness, and participating in religious activities can serve as means of developing disciplined behavior.

The relationship between school culture and the development of disciplinary character is also demonstrated by research conducted by Sobri et al. (2019), which explains that a conducive school culture can develop students' disciplinary habits sustainably through routines and collectively agreed norms. School culture plays a role in developing students' disciplinary character through habituation in obeying school regulations, punctuality, discipline in

participating in learning activities, and exemplary behavior demonstrated by principals and teachers (Asmoro & Munir, 2024).

In addition to school culture, the success of developing disciplinary character is also influenced by the roles of the principal and teachers. The head of a madrasah is a leader who is responsible for establishing policies, developing programs, directing members of the school community, supervising implementation, and evaluating the implementation of school culture. Meanwhile, teachers interact directly with students and therefore have a strategic position in providing examples, guidance, motivation, and character development.

Research by Utami et al. (2025) shows that teacher collaboration and school culture play an important role in developing disciplinary character. The role of the principal has a positive influence on the creation of a disciplined school culture. Effective school leadership can increase the commitment of school community members to implementing rules and strengthen the school's organizational culture. The role of teachers and principals is therefore essential in building a culture of discipline (Mugiyem, 2025).

The development of disciplinary character cannot be entirely entrusted to schools. The family environment also plays an important role in strengthening habits that have been developed at school. Parents can help children develop habits such as waking up on time, preparing school supplies, studying regularly, going to bed on time, and fulfilling responsibilities at home. Thus, the development of disciplinary character requires synergy between schools and families.

MI Miftahul Ulum Tulung Jaya is one of the madrasahs that implements various forms of school culture in daily life. Based on initial observations, several activities are related to the development of disciplinary character, including arriving at school on time, participating in religious activities, performing Duha prayer, praying before lessons, carrying out classroom duties, maintaining cleanliness, and complying with school regulations. These activities are conducted regularly and involve all members of the madrasah community.

Based on these conditions, research on the development of disciplinary character through school culture at MI Miftahul Ulum Tulung Jaya is important to obtain an in-depth understanding of the forms of school culture implemented, the process of developing students' disciplinary character, and the roles of the head of the madrasah, teachers, students, and parents in its implementation.

This study aims to: (1) describe the forms of school culture implemented in developing students' disciplinary character at MI Miftahul Ulum Tulung Jaya; (2) describe the process of developing students' disciplinary character through school culture; and (3) describe the roles of the head of the madrasah, teachers, students, school community members, and parents in developing students' disciplinary character.

METHODS

This study employs a qualitative approach using a case study design. A qualitative approach was chosen because the research aims to gain an in-depth understanding of the

process of fostering student discipline—as a character trait—through school culture within the natural setting of the *madrasa* (Islamic school) environment. The case study design was selected because the research focuses on a single location—MI Miftahul Ulum Tulung Jaya—viewed as a unified social system possessing specific characteristics and school culture. The study was conducted at MI Miftahul Ulum Tulung Jaya during the active semester of the 2025/2026 academic year. The site was selected based on the implementation of rules, habituation practices, religious activities, and the modeling of behavior by staff, all of which constitute part of the daily school culture.

Research informants were selected using purposive sampling. The informants included the *madrasa* principal, classroom teachers, subject teachers, students, and parents. Informants were chosen based on the premise that they possessed information relevant to the research focus. Data collection continued until the information obtained was deemed sufficient and no significant new information emerged. Data collection techniques included observation, interviews, and document analysis. Observation is a distinctive data collection technique compared to others, as it involves the direct observation of the research subject (Sugiyono, 2023). A passive-participatory observation method was used, wherein the researcher observed various school activities without directly participating in the activities being watched. Observations focused on student discipline, the enforcement of school rules, habituation activities, the modeling of behavior by teachers and the principal, and interactions among the school community. Semi-structured interviews were conducted with the principal, teachers, students, and parents to gather information regarding their experiences, perspectives, and practices related to fostering student discipline through school culture. Semi-structured interviews allowed the researcher to develop follow-up questions based on the informants' responses while remaining aligned with the research focus. Document analysis is a systematic procedure for reviewing, evaluating, and interpreting documents—whether in printed or electronic form—as data sources in qualitative research (Bowen, 2009). Documentation is used to complement data obtained from observations and interviews. It encompasses documents related to rules and regulations, school programs, habituation activities, religious activities, and various other documents that support the research. Data analysis is conducted qualitatively through a process involving data organization, data reduction, data presentation, and conclusion drawing. Data from interviews, observations, and documentation are compared to obtain a more comprehensive picture of the development of disciplined character among students.

RESULTS AND DISCUSSION

School Culture as a Means of Developing Disciplinary Character

The research findings show that school culture at MI Miftahul Ulum Tulung Jaya has become part of students' daily lives. This culture is manifested through various activities, such as arriving at school on time, obeying school regulations, participating in religious activities, maintaining cleanliness, carrying out classroom duties, and demonstrating exemplary behavior. These findings indicate that school culture is not merely a set of written rules.

Instead, it is manifested through concrete actions and habits that are practiced repeatedly. This is consistent with Huda et al. (2021), who explain that school culture consists of values, norms, habits, and characteristics that develop within the school environment and become part of the school's identity.

School culture can develop character through routine activities, habituation, exemplary behavior, and consistent enforcement of rules (Amelia & Ramadan, 2021). The findings at MI Miftahul Ulum Tulung Jaya demonstrate the same pattern. Duha prayer, prayer before lessons, classroom duties, punctuality, and timely completion of assignments become means of habituation that help students understand and practice discipline. School culture has considerable strength because students experience it directly. Students are not merely taught the definition of discipline but are encouraged to practice disciplined behavior in various situations. School culture also functions as a medium of habituation that can develop students' character through routine activities, teachers' exemplary behavior, and consistent implementation of school regulations (Wardani & Faridah, 2021). School culture reflects values, norms, traditions, exemplary behavior, and habits that are continuously internalized in the daily lives of school community members (Supratiningrum & Agustini, 2015). School culture is not limited to written rules but also includes unwritten practices such as greeting habits, punctuality, environmental cleanliness, and the ways teachers demonstrate exemplary behavior (Saryanto et al., 2023). Thus, school culture becomes a character-building educational environment that takes place naturally through daily activities.

Habituation as a Process of Internalizing Disciplinary Character

Habituation is an important finding of this study. Teachers explained that disciplined behavior must be practiced every day so that students become accustomed to it. This indicates that character cannot be developed through a single activity. When students arrive on time every day, participate in religious activities according to the schedule, carry out classroom duties, and complete assignments within the time, they gain repeated experiences of discipline. Such repetition gradually develops behavioral patterns.

This finding is consistent with Karenina and Hidayat (2022), who emphasize the importance of habituation in character education for elementary school-age children. Habituation provides students with direct experiences so that the values being taught do not remain merely at the cognitive level. In this study, habituation is also related to responsibility. When students are assigned classroom duties, they not only learn to maintain cleanliness but also learn to fulfill responsibilities according to a predetermined schedule.

Exemplary Behavior of Teachers and the Head of the Madrasah

Exemplary behavior is an important factor in developing disciplinary character. Teachers recognize that students tend to observe and imitate the behavior of adults in the school environment. A teacher who arrives on time provides a concrete message that punctuality is a value that should be respected. A teacher who maintains cleanliness provides

an example of responsibility toward the environment. Similarly, the head of the madrasah who actively supervises activities demonstrates the importance of consistency in implementing regulations.

These findings are consistent with Lutfiana et al. (2021), who state that exemplary behavior is an important part of school culture implementation. Exemplary behavior enables students to obtain behavioral models that they can imitate. Therefore, rules are more likely to be accepted when the people who establish and implement them also provide appropriate examples. Conversely, when there is a discrepancy between regulations and the behavior of adults, the development of disciplinary character may become less effective.

The Role of the Head of the Madrasah in Strengthening a Culture of Discipline

The head of the madrasah has a strategic position because they are responsible for directing madrasah policies and programs. The research findings show that the head of the madrasah develops habituation programs, supervises morning activities, monitors the discipline of teachers and students, and conducts evaluations. This role is consistent with the concept of the principal as a cultural leader. The head of the madrasah does not merely perform administrative functions but also develops a system of values that is implemented by members of the madrasah community.

These findings support Susanto and Handoyo (2025), who demonstrate that school principals, as leaders and educators, can strengthen disciplinary character through exemplary behavior, guidance, motivation, and supervision. The head of the madrasah also plays an important role in maintaining consistency. School culture programs are unlikely to effectively develop character if they are implemented only occasionally. Therefore, supervision and evaluation are necessary to determine whether programs are being implemented according to their intended objectives.

The Role of Teachers as Exemplars and Guides

Teachers are the individuals who interact most frequently with students. Therefore, teachers have significant opportunities to instill disciplinary values through learning activities and habituation.

The research findings show that teachers implement several forms of guidance, including providing advice, reprimanding students who violate rules, giving students opportunities to correct their mistakes, and praising students who demonstrate disciplined behavior. This approach indicates that discipline development does not rely solely on punishment. Teachers attempt to develop students' awareness of responsibility. Such an educational approach is important so that students do not behave disciplinarily merely because they fear punishment but gradually understand the reasons why disciplined behavior is important.

The Role of Students in a Culture of Discipline

Students are not merely objects who receive rules but are the main actors in implementing school culture. The research findings show that students participate in classroom duties, religious activities, arrive at school on time, and participate in learning activities in an orderly manner.

However, several students were still found to occasionally arrive late, forget to perform classroom duties, or submit assignments late. These findings indicate that disciplinary character is still in the process of development. Such conditions should be understood as part of character education. Character development does not always occur uniformly among all students. Therefore, continuous guidance and approaches adapted to students' individual conditions are required.

Synergy Between School and Family

The research findings show that parents play an important role in strengthening disciplinary habits at home. This is important because students live not only in the school environment but also in the family environment. Habits such as waking up early, preparing school supplies, studying regularly, and going to bed on time can support the development of discipline. Communication between teachers and parents is also important when students experience disciplinary problems.

This finding is consistent with Osok and Wardoyo (2025), who show that the involvement of teachers, principals, parents, and the school environment serves as a supporting factor in developing disciplinary character. Thus, school culture will be more effective when there is continuity between habits developed at school and those practiced at home.

Development of Disciplinary Character from the Perspective of Character Education

The research findings can be understood through the concept of character education, which views character development as a process involving knowledge, feelings, and actions. In this study, the socialization of school rules helps students understand appropriate behavior. Habituation and exemplary behavior enable students to experience and internalize these values. Subsequently, the implementation of discipline in daily life becomes a concrete manifestation of character that is gradually being developed.

Thus, the development of disciplinary character at MI Miftahul Ulum Tulung Jaya does not occur instantly. Character is developed through a repeated and consistent process involving various elements. School culture provides an environment that gives students direct experiences. The head of the madrasah establishes policies and programs, teachers provide examples and guidance, students practice the established habits, and parents reinforce these habits at home.

CONCLUSION

The forms of school culture implemented at MI Miftahul Ulum Tulung Jaya include punctuality, compliance with school regulations, habituation of religious activities, maintaining environmental cleanliness, exemplary behavior demonstrated by teachers and the head of the madrasah, and the development of responsibility through classroom duty activities. These practices are carried out routinely and have become an integral part of students' daily lives. The process of developing disciplinary character is carried out through several stages, namely the socialization and internalization of rules, habituation of disciplined behavior, exemplary behavior demonstrated by teachers and the head of the madrasah, supervision and guidance, and evaluation. This process is implemented continuously, providing students with opportunities to understand, practice, and develop disciplined behavior as a habit. The development of disciplinary character is a shared responsibility. The head of the madrasah acts as a leader, director, supervisor, facilitator, and evaluator. Teachers serve as role models, guides, motivators, supervisors, and mentors. Students are the main actors in implementing the culture of discipline, while educational staff and other members of the school community contribute to creating an orderly environment. Parents play an important role in strengthening disciplinary habits within the family environment..

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