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## THE ROLE OF THE PAI TEACHER AS A ROLE MODEL IN THE FORMATION OF STUDENT DISCIPLINE CHARACTER (STUDY AT SMP KHARISMA BANGSA SOUTH TANGERANG)

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### ABSTRACTS

**Background:** This study was motivated by the phenomenon of declining discipline among junior high school students, such as lack of obedience to rules and weak self-control in the use of technology. In this context, Islamic Education (PAI) teachers play a strategic role as role models in shaping students' disciplinary character. **Purpose** This study examines the : disciplinary values taught by PAI teachers to ninth-grade Cambridge students at SMP Kharisma Bangsa Pondok Cabe Tangerang Selatan, and the strategies employed by PAI teachers as role models in shaping the disciplinary character of these students. **Method:** Using a descriptive qualitative approach with a case study method, data was collected through observation, interviews, and documentation. Data analysis techniques included data reduction, display, and drawing conclusions. **Results:** The findings indicate that the values of discipline taught by PAI teachers to students include time discipline, academic discipline, and personal discipline. The strategies implemented by PAI teachers as role models that positively impact student discipline include: establishing clear and consistent rules, instilling discipline values directly and indirectly, and ,fulfilling the teacher's role to the fullest as an educator, role model .facilitator, mentor, and evaluator **Conclusion:** Recommendations from this study include evaluating the values of discipline in education, improving teachers' competence as role models, and conducting further research on the impact of teachers' role models on students.

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## A. INTRODUCTION

The formation of disciplinary character among students is one important aspect in education, which plays a major role in shaping their personality and academic success. Disciplinary character not only helps students to obey the rules and norms that apply in schools, but also become the basis for them to behave positively in society. Along with the current dynamics of national development, various challenges emerge, one of which is the weakening of character values in students.

This condition is a serious concern for educational institutions and educators, who have the responsibility to instill and develop positive characters in the school environment. Ideal education not only focuses on intellectual aspects or cognitive intelligence, but also needs to foster noble morals in students. Strong character and good morals become important provisions for students to live adults and contribute positive for the nation and state. (Jessy Amelia, 2021)

One character value that needs to be instilled in students is disciplined character. Discipline is a willingness to comply with applicable provisions or regulations. Compliance here is not because of coercion, but compliance on the basis of awareness of values and importance to comply with these regulations. Discipline shows a condition that is created and formed through a process of a series of behaviors that indicate the values of obedience, compliance, loyalty, order and order. (Sumantri & Munthe, 2023).

Character education aims to form a personality of a person who is in the same school, the development of a child's personality does not only involve one cognitive aspect, but an affective and psychomotor aspects. This is explained in the Qur'an as follows: *"O people who believe, obey Allah and obey the Apostle (Prophet Muhammad) and Ululamri (Holderpower) between you. If you differ about something, return it to Allah (Al-Qur'an) and the Apostle (His sunnah) if you believe in Allah and the last day. That is better (for you) and better consequences (in the world and in the hereafter)."* (Surah An-Nisā '[4]: 59)

According to Prof. Dr. Hamka In the interpretation of Al-Azhar, this verse explains that humans, especially believers, must obey the rules. The highest rule is the rule of Allah, which is delivered through the apostles, including the Prophet Muhammad. The apostles brought God's law in holy books such as the Torah, Zabur, the Gospel, and the Qur'an, which aims for human goodness and happiness. (Hamka, 2019).

Islam teaches to truly pay attention and apply discipline values in daily life to build a better quality of life of society. In addition, Islam strongly advocated that every Muslim always disciplined itself, because discipline would form a spirit of respect for time, not waste time in void. This is implied from the following hadith:

*"From Abdilllah Ibn Umar Radhiyallahu Anhumaa he said, Rasulullah SAW. Holding my shoulder, he said," Be you in the world like a person who is gharib or like a traveler ". Ibn Umar said," If it comes in the afternoon, then don't wait in the morning, if you come in the morning, don't wait for the evening. Use your healthy period before the time of illness, and use your lifetime before death comes."* (HR. Al-Bukhari)

Imam Ibn Qayyim al-Majiziyah quoted by Ibrahim Hamd Al-Qu'ayyid explained that people who are knowledgeable will keep their time, because if he ignores it, then all his benefit will disappear. Indeed benefit is sourced from time. If he wasted him, then he could not pursue him forever (Ibrahim Hamd Al-Qu'ayyid, 2005).

From the above hadith, it can be understood that discipline is a manifestation of feeling attitudes, utilizing time and living life in accordance with applicable rules. Life activities follow God's law and uphold shar'i law. Discipline is the principle of life to achieve happiness and success of the world and the here after.

In the context of Islamic education, the formation of disciplinary character has a broader dimension because it is rooted in religious values that teach the importance of compliance, responsibility, and integrity (Hardika Saputra, 2022).

In the growing digital era, the formation of disciplinary character among students faces new challenges. The use of technology among adolescents not only affects learning patterns, but also daily behavior, including their discipline. Lack of discipline in students can cause various negative impacts, both in their academic environment and their social life.

Lack of discipline can also have an impact on their ability to work together, be responsible, and respect for others, which is an important skill for their future. The emergence of undisciplined behavior shows that new disciplines are limited to knowledge that does not have a positive impact on changes in student behavior. (Yoyo Zakaria Ansori, 2020)

In its implementation, character education really requires the role of an educator, namely the teacher. The teacher has an important role in shaping student character. Without teacher guidance, students will not be able to develop good character.

The teacher plays a central role in the learning process, because the success of student learning is very dependent on the teacher's role and responsibility in designing and carrying out learning activities. Classroom management is part of these responsibilities, where teachers must be able to create a conducive learning atmosphere and handle it if there is a disturbance. (Ahmad Sopian, 2021).

The role of the teacher is very important in education. Because they not only teach at school, but also build the character of the nation's generation. The teacher is an example for students, becoming a role model in character formation. The presence of the teacher not only affects students, but also to the community as a whole. Being an example is the basic principle in education.

Teacher PAI is a teacher who should have played an important role as a role model. This is related to one method of character education, namely through exemplary. Exemplary method is a method that is done by giving a good example to the students they educate (Jessy Amelia, 2021).

In adolescence, students are in the critical phase of character formation that requires guidance and concrete examples of the surrounding environment, including from their teachers. (Tri Ermayani, 2015). PAI teachers not only deliver religious material, but are also expected to be an example in applying Islamic values, including disciplinary attitudes. Through this research, it is expected to be obtained a deeper understanding of how PAI teachers in South Tangerang Kharisma Bangsa Middle School are able to influence the attitude of student discipline, as well as what strategies they use. The results of this study can later be input for educators, especially PAI teachers, in carrying out their role effectively and contributing to the formation of disciplinary characteristics in the younger generation.

Therefore, this research is very relevant, because it can provide an overview of how PAI teachers in Kharisma Bangsa Middle School carry out their role as a role model in creating an environment that supports the formation of student discipline. This is

important, especially in the context of character education which is increasingly getting attention in the current education curriculum.

Based on the above phenomena, the researcher is interested in studying further and deeper about **"The Role of The PAI Teacher as a Role Model in the Formation of Student Discipline Character (Study at SMP Kharisma Bangsa South Tangerang)"**.

Based on the background described above, the research problems can be identified as follows: 1). There are still students who exhibit undisciplined behavior, such as lack of focus in learning, being busy with their iPads, drawing, or chatting during PAI lessons. 2). student discipline has not been optimally developed despite their awareness of the importance of disciplined behavior, indicating that character education has only reached the knowledge stage (knowing) and has not yet progressed to the habit-forming stage (acting), 3). the role of PAI teachers as role models has not been fully maximized in shaping students' disciplined character, despite the fact that PAI teachers have a moral and religious responsibility to serve as role models, 4). The challenges in instilling discipline values in the digital age require more relevant and contextual character education strategies from teachers, especially in PAI lessons, and 5). The importance of teacher role modeling, especially PAI teachers, in shaping students' disciplinary character through concrete actions, not just through the delivery of material. The identification of the above issues indicates that there are still research gaps that need to be further explored and developed by researchers.

This study contributes to the field of character education because it discusses student character, namely the role of Islamic education teachers as role models and examples in shaping students' discipline. More specifically, it discusses the values of discipline taught by Islamic education teachers and their strategies in shaping student character.

This study examines the disciplinary values taught by PAI teachers to class IX Cambridge students at Kharisma Bangsa Middle School, Pondok Cabe, South Tangerang and PAI teacher strategy as a role model in shaping the character of student discipline in the class.

## **B. METHOD**

### **Research Approach**

This study uses a qualitative approach, qualitative research aims to gain a deep understanding of complex and contextual phenomena. Qualitative research prioritizes interpretation and exploration of in-depth aspects of the phenomenon under study (Samiaji Sarosa, 2021). Qualitative research emphasizes the importance of understanding the context in which a phenomenon occurs. Thus, this study seeks to reveal how contextual factors affect or form these phenomena.

### **Types of Research**

This study uses descriptive qualitative research with case study methods. Descriptive qualitative research is a research method by describing research results systematically by providing descriptions, explanations and validation of the phenomenon under study. The formulation of the problem must be clear, has scientific

value, and not too broad the scope and the purpose of the research is focused and based on factual information, not just opinions (Salim and Haidar, 2109). Meanwhile, the case study method was chosen because this research was focused on one specific location and subject, namely the Kharisma Bangsa Middle School, which allows researchers to explore in depth how Islamic Religious Education Teachers (PAI) carry out their role as role models in the formation of student disciplinary characters.

There fore, this research is very relevant, because it can provide an overview of how PAI teachers in Kharisma Bangsa Middle School carry out their role as a role model in creating an environment that supports the formation of student discipline. This is important, especially in the context of character education which is increasingly getting attention in the current education curriculum.

### **Data Collection Technique**

It is necessary to understand that data collection techniques in this study refer to the methods used by researchers to gather information or data needed in a study so that data is obtained Relevant, accurate, and representative to answer research questions that have been set. Furthermore, the researcher collects data by observing, interviewing and documentation. The subjects in this study consisted of 8 informants, namely: Principal (Mr. Biadelma Nanda Illiandi), 2 PAI teachers (Mrs. Hafizo Turrahma and Mrs. Nadya Khairiyah), and 5 Class IX Cambridge students (Adia Prajna Dharma, Aika Calisya Shinkawa, Padantya Pagi Pagi Sani, Rachel Rachima Rachma, and Yesha i-Laviza and Yesha I-Laviza Destrian) at SMP Kharisma Bangsa. The reasons for selecting eight participants (informants) in this study were as follows: the principal was chosen because he manages the school and is aware of its development; two Islamic education teachers were chosen because this study relates to Islamic education teachers and they are the ones who are most familiar with the issues; and the five students were chosen based on the recommendation of the ninth-grade Islamic education teacher, Miss Hafizo. She assessed that the five students are communicative and able to express their opinions well.

### **Data Analysis Technique**

According to Sugiyono, as quoted by Loso Judijanto, data analysis in qualitative research includes several main stages, namely data collection, data reduction and classification, data presentation, and drawing conclusions. This process is integrated, where each stage is interconnected and is carried out continuously throughout the study (Loso Judijanto, et al., 2024). The data analysis procedure carried out by the researcher involved collecting data from observations, interviews, documentation, and other sources related to the research focus. After that, the researcher sorted the data according to the research focus. Then, the researcher presented the sorted data in the form of a description to make it easier to understand. Finally, the researcher draws conclusions that encompass all information relevant to the research findings. The presentation of conclusions must be clear, concise, and easy to understand so as not to cause doubt or ambiguity.

## **Data Validity**

The data validity technique that the researcher uses in is a triangulation of data sources, meaning to test the credibility by checking the data collected by researchers from various data sources in various different times (Sugiyono and Setiyawarmi 2022: 631). Researchers use this technique to increase validity in qualitative research by verifying research findings through various sources of information. With this technique, researchers get data sources from various Mavcam Sumberm both from observation, interviews, documents, archives, and others. This method is carried out with the aim of finding complete data truth by minimizing doubts and ensuring that the results of the research obtained are valid, accurate, true and according to the reality in place study.

## **C. RESULT AND DISCUSSION**

### **1. Disciplinary Values Taught By PAI Teachers to Class IX Cambridge Students at SMP Kharisma Bangsa, Pondok Cabe, South Tangerang**

Discipline values are an important aspect in the formation of the character of students, especially in the context of Islamic religious education. Islamic Religious Education Teachers (PAI) in Kharisma Bangsa Middle School play a strategic role as a director as well as an example in instilling discipline values to students, especially in class IX Cambridge. Based on the results of observations, interviews, and documentation conducted during the study, it was found that the values of discipline taught and emphasized by PAI teachers include three main aspects, namely: time discipline, discipline of science, and personal discipline. The discussion is as follows:

#### **a. Discipline of Time**

Discipline of time is a person's ability to manage and use time effectively. In the school environment, this attitude is reflected in the habit of coming right time, follow the study schedule according to the specified time, and complete the assignment on time. In the context of character education, the timeliness shows responsibility and appreciation for the learning process.

Based on the results of researchers' observations, PAI teachers in Kharisma Bangsa Middle School consistently provide understanding to students about the importance of respecting time. One form of application is to require students to collect assignments according to the specified deadline. If students are late in the collection, it will be given consequences according to applicable rules. In addition, the teacher also provides an example through discipline in coming on time when teaching (observation of researchers, August 2025).

Apart from the observation, the results of interviews with Miss Hafizo as PAI teachers also strengthen that the aspect of time discipline is highly emphasized in the learning process. He said that:

"The discipline values that we emphasize to Students, especially in PAI learning, are divided into three aspects, namely time discipline, scientific discipline, and personal discipline. First, in terms of time discipline, students are taught not to be late for class, especially during the change of class hours. If students come more than 5 minutes after the lesson begins, they will be given sanctions in the form of yellow cards as a form of reminder to be more orderly and appreciate time." (Hafizo Turrahma, Interview, March 11, 2025).

With these rules, students are accustomed to managing time well, not only in terms of attendance, but also in task management. This shows that PAI teachers not only transfer religious knowledge, but also instill discipline values as part of the formation of student character.

Meanwhile, according to Mr. Biadelma Nanda Illiandi as the Principal of the Kharisma Bangsa Middle School, said that: "Our school builds a positive culture that strongly emphasizes the importance of time discipline. This, all teachers including PAI teachers are involved in instilling these values. The goal is that students are accustomed to being present on time and have a sense of responsibility for their study time." (Biadelma Nanda Illiandi, Interview, March 7, 2025).

Adia Prajna Dharma, one of Cambridge's class IX students, revealed that the habituation had a direct impact on his habits:

"In my opinion, the role of the PAI teacher is quite important because the teacher becomes our role model in school. The teacher must be able to give examples in daily life, such as how to be disciplined and how to respect teachers. In addition, Miss Hafizo also plays a major role in forming my discipline, especially in terms of time. (Adia Prajna Dharma, Interview, March 10, 2025).

Based on the research findings, the time discipline value taught by the PAI teacher is not only delivered verbally, but also exemplified directly in action. This example is an important factor in shaping the positive habits of students, such as coming on time, completing assignments according to schedule, and respecting the learning process. This shows that the disciplinary habituation of the time applied by the PAI teacher contributes to forming the character of students who are orderly and responsible, both in learning activities and in daily life.

Planting discipline of time is in line with Yoesoep Edhie Rachmat's opinion which states that time discipline is the ability of a person to manage and use time well and divide it effectively, so that every activity runs productively and planned (Yoesoep Edhie Rachmat, et al., Eds., 2024).

This is in line with Mulyasa's opinion in Zida Haniyyah and Nabila Indana, Yangemphasizes that the teacher as an example must show the timeliness and consistency in the rules to be an example that can be imitated by students. (Zida Haniyyah and Nurul Indana, 2021).

## **b. Disciplines**

In the school environment, the discipline of science can be seen from the seriousness of students in following the lessons, carrying out assignments with responsibilities, and enthusiasm in studying consistently. PAI teacher as a role model has an important role in instilling these values through learning, guidance, and exemplary attitudes shown in everyday life.

In the learning process, Miss Hafizo emphasized the importance of focus and concentration of students so that the material can be absorbed well. He explained:

"Second, in terms of scientific discipline, students are expected to be able to focus on learning. For that, I apply the rules so that students close the gadget before the lesson begins and put them in the special box that has been provided. This aims So that students' attention is not distracted and they can follow the lessons well. " (Hafizo Turrahma, Interview, March 11, 2025).

In addition to these rules, the teacher is also actively traveling around the class to ensure that students do not use gadgets for things that are not related to learning. This approach is applied to shape the attitude of active learning discipline and focus on the subject matter.

Besides that, he gave students an understanding of the benefits of discipline in learning. Miss Hafizo emphasized that discipline is not just complying with school rules, but is an important capital to achieve success in the future. Miss Hafizo also cited the Prophet Muhammad as a figure who was disciplined in studying and carrying out his duties as a leader. (Hafizo Turrahma, Interview, March 11, 2025). As the word of Allah SWT: *"Really, to (self) the Prophet really has a good example of you, (ie) for those who expect (the grace) of Allah and (arrival) of the Day of Judgment and who remember a lot of God. "* (Surah Al-Ahzab [33]: 21).

Aika Calisya Shinkawa, one of Cambridge's class IX students, also expressed his opinion about the role of PAI teachers in forming learning discipline:

"I feel very helped by the guidance of Miss Hafizo. Since class VII I have been guided by him, so I know him more, and he also understands our character. This makes me motivated to be more disciplined, because he always gives a good example in behaving and behaving (Aika Calisya Shinkawa, Interview, March 10, 2025).

Principal, Mr. Biadelma Nanda Illiandi, also gave an explanation of the contribution of PAI teachers in instilling student learning discipline:

"PAI teachers in our school show positive behavior. In terms of character education, they play a very active role, including in terms of learning discipline. For example, in the preparation of student handbooks and religious programs Like Ramadan activities, we always involve PAI teachers. " (Biadelma Nanda Illiandi, Principal of Kharisma Bangsa Middle School, Interview, March 7, 2025).

This statement reflects the strategic role of PAI teachers in instilling learning responsibilities and discipline in the learning process. This is in line with the theory of scientific discipline according to Yoesoep Edhie Rachmat, et.al., Eds., (2024) which states that the importance of upholding scientific principles, including responsible attitudes towards the learning process and the application of ethically scientific values.

The application of the discipline of science by PAI teachers in Kharisma Bangsa Middle School is not limited to the rules, but is also shown through attitudes and exemplary. Supervision of the use of gadgets, encouragement to focus on learning, and the inculcation of Islamic values is part of the process of forming student discipline character.

The author views that the role of the PAI teacher in this case is very important to foster an orderly enthusiasm for learning responsible. Exemplary given helps students realize that studying is a mandate that requires sincerity and discipline.

### **c. Personal discipline**

Personal discipline is an important aspect in the formation of student character, which includes attitudes, behavior, and ability to regulate themselves in carrying out responsibilities. The role of PAI teachers as example and supervisors is very important in instilling these discipline values in students.

As revealed by Cambridge Class IX Students, Padantya Pagi Pualam Sani:



"I feel Miss Hafizo helps a lot of me to be more responsible. He often reminds to keep his attitude, both in class and outside the classroom. Now I am more aware of setting time and completing the task well." (Padantya Pagi Pualam Sani, Interview, March 10, 2025).

In terms of personal discipline, Miss Hafizo explained, "Third, in terms of personal discipline, students are taught to have an attitude of mutual respect. Including respecting people who are talking, both teachers and friends. This attitude is important as part of morals in PAI learning. " (Hafizo Turrahma, PAI Teacher of Kharisma Bangsa Middle School, Interview, March 11, 2025).

The inculcation of mutual respect is an important foundation in the formation of student character, as well as a form of application of religious values in daily life in the school environment.

The principal also conveys the importance of exemplary and guidance in forming student personal discipline:

"To form a student discipline, we have a school handbook that contains rules and restrictions that must be obeyed. If there is a violation, we involve the school cultural team to handle it through the mentoring approach, not just a punishment. Students are given the opportunity to clarify their actions, whether they really violate or not. This process also involves the homeroom teacher, and I myself am involved, especially if the violation is. Quite serious. "(Biadelma Nanda Illiandi, Interview, March 7, 2025).

The teacher runs his role as a guide and character forming, in line with Law No. 14 of 2005 concerning Teachers and Lecturers who mention that teachers are professional educators who are tasked with guiding and forming the personality of students (Indonesia, Law on Teachers and Lecturers No. 14, 2005).

According to Yoesoep Edhie Rachmat et al., Eds., (2024). In "character education book," personal discipline is a person's ability to direct himself to achieve goals through sustainable training and self -development. Individuals who have personal discipline are able to control themselves, are responsible for their actions, and achieve optimal achievement.

Conversely, lack of personal discipline can hamper the development of potential, especially in the context of education.

Based on these findings, it appears that the disciplinary values implanted by the PAI teacher have an impact positive in shaping the character of students, especially in terms of independence, responsibility, and self -awareness. The PAI teacher not only conveys religious material, but also plays an active role as an example that fosters student attitudes and behavior through exemplary and educational approaches.

Unlike other studies, the role of teachers in shaping students' discipline can reinforce four values: a) the value of obedience by setting an example, such as arriving at school on time and obeying school rules and regulations. Teachers impose sanctions when students fail to comply with and implement existing rules. b). The value of orderliness is instilled by encouraging students to maintain calmness and cleanliness in the classroom, c). The value of discipline is fostered by encouraging students to dress neatly, keep themselves clean, and submit assignments on time, and

d). The value of loyalty to students is reinforced by reminding students through lectures (Adika Rafif and Febrina Dafit, 2023).

Another study also shows that there are many character education reinforcement programs that have been implemented in elementary schools and are in line with the five character values of students, one of which is religious values by making it a habit to pray before starting lessons. (Citra Veronika and Febrina Dafit, 2022). This indicates that the values of discipline instilled by each teacher may vary depending on the students and their respective circumstances.

The core disciplinary values taught by PAI teachers, such as time discipline, scientific discipline, personal discipline, and other disciplinary values from other research studies mentioned above, are expected to contribute significantly to the overall development of students' disciplinary character from now on and in the future, enabling them to practice these values consistently. Thus, the long-term impact of teachers' exemplary roles continues to positively influence their lives, enabling them to maintain these values effectively in their daily lives.

## **2. PAI Teacher Strategy as a Role Model in Shaping The Disciplinary Character of Cambridge Class IX at SMP Kharisma Bangsa, Pondok Cabe, South Tangerang**

In forming the character of student discipline, PAI teachers in the Kharisma Bangsa Middle School apply several strategies that reflect a systematic and comprehensive approach. The strategy includes the application of clear and sustainable rules, instilling direct and indirect disciplinary values, as well as carrying out the role of the teacher to the maximum as an educator, example, facilitator,

supervisor, and evaluator. The discussion is as follows:

### **a. Instill Clear and Sustainable Rules**

PAI Teacher PAI Kharisma Bangsa Middle School explains that enforcementThe rules are carried out consistently during the learning process, this is in accordance with the results of interviews with Miss Nadya Khairiyah as follows:

"As a PAI teacher, I try to apply clear and consistent rules so that students are accustomed to discipline from the beginning of learning. I also instill disciplinary values, both in terms of time, attitudes, and enthusiasm for learning.

Apart from that, I try to be a direct example for students, such as arriving on time, carrying out tasks responsibly, and obeying school rules. The hope is that students can see and imitate this attitude in everyday life." (Nadya Khairiyah, interview, 11 March 2025).

In addition to the class rules made and enforced by PAI teachers, the application of discipline is also integrated in school rules as stated in the Student and Parent Hand book Document of SMP Kharisma Bangsa. PAI teachers play a role in applying these rules, such as the prohibition on the use of gadgets without permission and its importanceattendance on time. This shows that the teacher's strategy is in harmony with a comprehensive school discipline system.

Rachel Rachima Rachma, one of the Cambridge grade IX students, conveyed his observations: "In my opinion, if there are students who are not focused during the lesson, Miss Hafizo usually immediately reprimanded and gave advice. The advice delivered could motivate students to realize their mistakes and improve their attitudes. (Rachel Rachima Rachma, Interview, March 10, 2025).

The application of strict but consistent rules forms habituation that affects the attitude of student discipline, especially in following the learning process and behaving in class. This is in line with the theory of character formation through a habituation approach put forward by Syaiful Bahri Djamarah, which emphasizes the importance of repetition of positive behavior to shape strong character (Syaiful BahriDjamarah, 2020).

#### **b. Instill Disciplinary Values Directly and Indirectly**

In addition to giving rules, PAI teachers also instill discipline values directly through advice and learning Islamic values. The teacher gives examples of the lives of the Prophet and emphasizes the importance of discipline as part of the morals of a Muslim. "Miss Hafizo said that he often emphasized to students that discipline was not just a school rules, but was a provision of life. He also gave an example of the Prophet, how he was disciplined in time, responsibility, and kept promises." (Hafizo Turrahma, Interview, March 11, 2025).

Planting this value is carried out on an ongoing basis so that it is embedded in student habits. This is in line with the statement of one of the students named Aika Calisya Shinkawa, who said that:

"In the learning process, Miss Hafizo often inserts material about discipline, and that really helps me. If I am lacking disciplined in class, he will definitely reprimand me. From that reprimand, I realized the mistake and felt the need to improve my attitude. That way, I can form a better disciplinary attitude." (Aika Calisya Shinkawa, Interview 10 March 2025).

From the results of interviews that the researcher has conducted with the principal, that the PAI teacher in the nation's charisma has shown a good disciplinary attitude and is a positive example for students. The discipline is not only seen in the implementation of teaching tasks, but also in guiding students through religious activities such as the midday prayer in congregation and reading the Qur'an. " (Biadelma Nanda Illiandi, Interview, March 7, 2025).

The strategies implemented by the PAI teacher are in line with the theoretical studies in Chapter II, especially regarding learning strategies and Islamic character education. In Chapter II it has been explained that the strategy of forming disciplinary character includes several approaches, including: Develop a learning plan that instills discipline values, provides an example, forming and enforcing regulations, implementing a reward and punishment system, and familiarizing students to be disciplined in everyday life (Nurul Amelia and Febriana Dafit, 2023).

The PAI teacher at the Kharisma Bangsa Middle School has carried out this role in full, as in the value approach reflected in the example in being disciplined, coming on time, and carrying out consistent responsibilities. In addition, the habituation approach is also applied through an educational reprimand, advice, and active involvement in religious activities that are routine and forming character.

This is reinforced by Mulyasa's opinion in Chapter II that the PAI teacher must be a model figure, both personally and professionally. The teacher acts as an educator, example, facilitator, supervisor, and evaluator who has moral and spiritual responsibilities in shaping student personality. This example serves as the main strategy in effective and sustainable Islamic character education (Zida Haniyyah and Nurul Indana, 2021).

The author is of the view that the PAI teacher's strategy in shaping the disciplinary character is not enough only through enforcement of rules or granting punishment. In fact, consistent exemplary, positive educational interaction, and the inculcation of sustainable moral values is more effective in fostering disciplinary awareness as part of Islamic morals.

**c. Carry Out The Teacher's Role to The Maximum as an Educator, Example, Facilitator, Supervisor, and Evaluator**

One of the PAI teacher strategies in shaping the character of student discipline is to optimize the five main roles of educators, namely as educators, example, facilitators, supervisors, and evaluators. This role not only includes the delivery of material, but also reflects the attitudes, guidance, and disciplined learning atmosphere.

The five roles are in line with the concepts put forward by Mulyasa in Zida Haniyyah and Nurul Indana which emphasized the importance of integration between teaching, exemplary, and fostering student character. (Zida Haniyyah and Nurul Indana, 2021).

PAI teachers carry out this role thoroughly:

- 1) As an educator, the PAI teacher conveys material that is not only cognitive, but also touches the affective and moral aspects of students.
- 2) As an example, PAI teachers show timeliness, discipline in their assignments, and polite attitudes as an example for students.
- 3) As a facilitator, the PAI teacher creates a conducive, comfortable, and fun learning atmosphere so that students are more easily disciplined.
- 4) As a mentor, the PAI teacher takes a personal approach to students who require special guidance.
- 5) As an evaluator, the PAI teacher gives an assessment of student discipline both orally, observation, and written.

Mr. Biadelma Nanda Illiandi as the principal, also revealed the contribution of PAI teachers in the formation of disciplinary characteristics Students: "We always involve PAI teachers in character development activities because they are consistent in instilling discipline values and giving examples. Including in the preparation of school rules and implementing the Ramadan Development Program." (Biadelma Nanda Illiandi, Interview, March 7, 2025).

Yesha I-Laviza Destrian, one of the Cambridge grade IX students, expressed her opinion: "I feel helped by Miss Hafizo guiding us. In every learning, he always conveys the values that can shape my character for the better." (Yesha I-Laviza Destrian, Interview, March 10, 2025).

This approach shows that the strategy implemented by the PAI teacher involves active two-way communication with students. The strategy is not only instructive, but also emphasizes the importance of exemplary, habituation, and guidance that forms a comprehensive disciplinary character. These strategies are in accordance with the theoretical studies in Chapter II, Explain that the teacher has an important role as an educator, example, facilitator, supervisor, and evaluator (Zida Haniyyah and Nurul Indana, 2021).

In the formation of disciplinary character, the teacher not only conveys the rules but also instills values through exemplary and habituation, as explained in the approach of Islamic character education and effective learning strategies theory.

Other studies explain that teachers, in general, serve as role models in shaping students' disciplinary character and can be adapted by creating a more optimal learning environment (Siti Maesuroh, et al., 2024), shaping students' discipline through modeling, habit formation, and consistent application of rules (Intan Wahyu Widyawati, et al., 2025), through teaching, habit formation, examples, motivation, and enforcement of rules (Giantomi Muhammad, et al., 2023), with the example set by teachers, teaching character values, consistency in behavior, a supportive learning environment, and constructive feedback are important aspects of the teacher's role as a model (Christina Turner, et al., 2024), as a role model in strengthening positive character in students (Siti Nurfebri Jumatullailah, et al., 2024), and the teacher's role in the teaching-learning process, which includes eight roles: controller, organizer, evaluator, whisperer, resource, participant, tutor, and observer (Ni Kadek Windani, et al., 2023).

There are two main challenges faced by PAI teachers in implementing their strategy as role models in shaping the discipline of Grade IX Cambridge students at SMP Kharisma Bangsa Tangerang Selatan. These are that students do not comply with existing rules and are unable to manage their time when using technology (Biadelma Nanda Illiandi, Hafizo Turrahma, and Padantya Pagi Pualam Sani).

Other studies explain that the challenges faced by teachers in general in carrying out their role as educators or role models are numerous, including students' lack of awareness of the importance of discipline and minimal parental supervision of their children's behavior at home (Intan Wahyu Widyawati, et.al, 2025), personal consistency, existing environmental pressures, and the need for continuous learning (Christina Turner et al., 2024), diversity in school environments and student cultures, an excessive number of students per class that can impact the effectiveness of communication and character development in discipline (Uci Melani and Ira Sari, 2024), and the limited availability of teachers, the gap in students' varying abilities, and low parental involvement (Arih Fauziah and M. Asep Fathur Rozi, 2025).

The studies above explain that the obstacles, problems, and challenges in shaping students' discipline are diverse and complement each other. Of course, each place has different challenges, and the strategies to deal with them also vary depending on the situation and conditions in each place.

## CONCLUSION

This study concluded that 1). Disciplinary values taught by PAI teachers to class IX students of Kharisma Bangsa Middle School include a. Discipline of time; The discipline value taught by the PAI teacher is not only delivered verbally, but also exemplified directly in action. This example is an important factor in shaping the positive habits of students, such as coming on time, completing assignments according to schedule, and respecting the learning process, b. disciplines; Foster an orderly and responsible enthusiasm for learning. Exemplary given by the teacher Helping students realize that studying is a mandate that requires sincerity and discipline, and c. personal discipline; Independence, responsibility, and self -awareness. The PAI teacher not only conveys religious material, but also plays an active role as an example that fosters student attitudes and behavior through exemplary and approaches that educate, and 2).The strategies implemented by PAI teachers as role models include: instilling clear and sustainable rules, instilling disciplinary values directly and indirectly, and carrying out

the role of the teacher optimally as educators, examples, facilitators, mentors, and evaluators, as well as the role of teachers as agents of change and facilitators of effective learning in a broader global context. Teachers not only teach, but also play a role as motivators, character builders, and innovators of effective learning.

In conclusion, the researchers also provide recommendations for educators and schools on how to integrate role models more effectively into the curriculum, namely that educators and schools should strive to create a positive and consistent learning environment and involve students in the learning process. Educators must serve as real-life role models for the values they wish to instill, while the curriculum should be designed and structured to facilitate meaningful and relevant learning that aligns with students' daily lives.

The researchers also propose policy changes or professional development programs for teachers that focus on discipline strategies, namely intensive training on positive approaches to classroom management and the development of teachers' skills and expertise in applying these strategies. In addition, it is urgent to establish a forum for collaboration among teachers to share knowledge, experiences, and best practices directly related to positive discipline.

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