

**IMPLEMENTATION OF SOCIAL MORALS AND RESPONSIBLE ATTITUDES
IN FORMING STUDENTS' DISCIPLINED CHARACTER IN MADRASAH
IBTIDAIYAH**

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ABSTRACT

Character education plays a vital role in shaping students' personalities in Islamic elementary schools (Madrasah Ibtidaiyah). This study aims to analyze the implementation of social morals in fostering discipline among students at the Madrasah Ibtidaiyah level. The research employs a descriptive qualitative method, with data collected through observation, interviews, and documentation. Findings indicate that consistent application of social morals through daily routines, learning activities, and responsibility cultivation enhances students' discipline and awareness of school norms and rules. These results highlight that strengthening students' disciplined character is most effective when social morals are developed continuously.

Keywords: character education; discipline; social morals

ABSTRAK

Pendidikan karakter memegang peranan penting dalam pembentukan kepribadian peserta didik di Madrasah Ibtidaiyah. Penelitian ini bertujuan untuk menganalisis implementasi moral sosial dalam membentuk karakter disiplin siswa pada tingkat Madrasah Ibtidaiyah. Metode penelitian yang digunakan adalah kualitatif deskriptif, dengan pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan nilai moral sosial secara konsisten melalui pembiasaan harian, kegiatan pembelajaran, dan penanaman tanggung jawab dapat meningkatkan kedisiplinan siswa serta kesadaran mereka terhadap norma dan aturan madrasah. Temuan ini menegaskan bahwa penguatan karakter disiplin siswa efektif jika diiringi dengan pengembangan moral sosial secara berkelanjutan.

Kata Kunci: pendidikan karakter; disiplin; sosial moral

A. Introduction

Discipline is one aspect of character education values in Indonesia. Discipline can be a catalyst for developing other positive character traits. If discipline isn't

fostered in learning activities, problems will arise.

The problem that arises when there is no discipline is disorder. This is because discipline is characterized by being orderly, disciplined, and

obedient to all applicable rules. Students lacking discipline and obedience are often found at the elementary school level. For example, in Madrasah Ibtidaiyah (Islamic elementary school), various cases of indiscipline have been found, such as students arriving late to school, littering, not doing homework, and not paying attention to teacher instructions. All of these reflect students' disobedience and disobedience in the daily learning process (Perdana Sari et al., 2022).

Education is crucial for survival in today's modern era. Education can be obtained and provided in various settings. One such setting is schools or madrasahs. Schools or madrasahs are a form of formal education available within the community. This is in line with the provisions stipulated in Law No. 20 of 2003 concerning the National Education System. There are many components that form an educational institution, whether a school or madrasah, in order to achieve educational goals which in the current era focus on character education, one of which is the teacher or educator.

A teacher or educator is a person who is responsible for

providing guidance and assistance to students in their physical and spiritual development so that they become religious, mature, responsible and independent individuals (Umam, 2023). In relation to character education, teachers or educators must first equip themselves with noble character so that connectivity can occur with the students they guide.

A teacher's commitment to shaping students' character must be demonstrated through routine activities and habits, both with students and with their local communities. Their responsibility to students extends beyond the teaching and learning process within the school environment to include activities outside the classroom. Therefore, teachers must demonstrate compassion, tolerance, forgiveness, generosity, and a ready smile. This will ultimately create students who are skilled, honest, and possess noble character in the future (Lickhona, 2023)

Teachers or educators play a vital role in education. They are at the forefront of educational implementation. Therefore, good character can be fostered and

developed by teachers or educators. According to Al-Ghazali, good character can be learned from the role model of the Prophet Muhammad (Al-ghazali, 2023)

Character development is crucial and essential for students and the next generation of the Indonesian nation. Character issues are inherent in everyday life. Therefore, character development efforts are crucial for maintaining harmony within society. Numerous steps and efforts are taken to shape the character of students and the next generation of the Indonesian nation, one of which is through education. Education is a conscious activity aimed at nurturing and developing human nature and potential, leading to the realization of a complete human being (Ilahi, 2023)

Character building efforts can be implemented through strategy. According to Abdul Majid, a strategy is a deliberately planned and established pattern for carrying out an activity or action (Majid, 2023). A strategy encompasses the objectives, actors involved, content, process, and supporting resources. In the context of teachers, a strategy is a deliberately planned and established

pattern by teachers to shape students' character.

According to Thomas Lickona, the decline in national morals is inextricably linked to the discipline applied in daily life. If discipline is implemented according to proper rules, this moral decline can be avoided. The essence of discipline is obedience and adherence to rules, whether supervised or not.

To achieve the goals of disciplined character education as stated previously, teachers have a significant responsibility regarding the growth and development of students within their academic environment. If teachers do not pay enough attention to students' discipline levels within their academic environment, it is possible that students' undisciplined behavior will become even more uncontrollable when they are outside the academic environment. Appropriate handling of students' undisciplined behavior also requires consideration of the students' psychological development, especially for elementary school children, the focus of this study. A common problem encountered in elementary school or Islamic elementary school students is a lack

of awareness of discipline within the school environment. The behavior researchers observed at the school involved littering, despite clear signs prohibiting littering. Furthermore, some students failed to complete assignments assigned by teachers and failed to submit them by the specified deadline. This is related to a lack of discipline on the part of students.

Paul Pigor and Charles A. Mytes argue that discipline is closely related to order and discipline. Indeed, discipline is not often discussed in the world of education. If many students lack discipline, the school will become a topic of conversation in the community and become known as a school with poor quality.

Initial observations at a madrasah ibtdaiyah indicate that the development of students' disciplined character has been systematically implemented. Teachers and administrators guide students through a habit-building approach and repeated practice to ensure regularity and adherence to school rules. Furthermore, supporting and inhibiting factors for disciplinary behavior are regularly assessed to

monitor student progress. The primary focus of character development is not only on formal compliance but also on internalizing the values of discipline inherent in students' daily lives.

The uniqueness of this madrasah ibtdaiyah lies in its consistent commitment to maintaining the quality of disciplined character development through a structured and selective learning system. Each student's initial behavior is first mapped to determine their level of discipline and mastery of positive habits. Based on these results, students are grouped according to their needs to ensure more effective and targeted character development. Furthermore, students are not permitted to advance to the next stage until they have demonstrated consistent disciplined behavior. This approach demonstrates the institution's commitment to building a strong foundation of character, enabling students to carry out their duties and responsibilities in an orderly, responsible manner, and in accordance with the school's values.

Based on this description, the development of student discipline at a madrasah i btdaiyah is an important

and urgent issue that requires further in-depth study. Discipline cannot simply be understood as adherence to school rules. Discipline needs to be viewed as a habit that develops through daily practice, teacher role models, strengthening the school culture, and parental involvement at home. Changes in children's learning behavior in the digital age also demand more adaptive strategies. The focus should not simply be on limiting distractions, but on building lasting self-control and responsibility in students.

This study aims to understand how the strategy is designed and implemented within the context of a madrasah ibtidaiyah, which integrates Qur'anic values, science, technology, and noble character. A comprehensive understanding of the implemented strategy will provide insight into effective practices, emerging challenges, and how the madrasah can adapt its approach to remain firm yet humane. The research findings are expected to provide practical contributions to madrasahs. These scientific contributions are also expected to enrich the study of character

education at the elementary level through field-based findings.

B. Method

This study employed a qualitative case study design to explore the implementation of social morals and responsible attitudes in forming students' disciplined character in a madrasah ibtidaiyah. A qualitative case study was chosen because the phenomenon under investigation is context-bound, value-laden, and closely related to daily interactions, school culture, and habituation practices that require in-depth understanding in a real educational setting. Recent studies on character education in madrasah and Islamic elementary school settings have similarly used qualitative approaches to capture the dynamics of habituation, teacher exemplarity, and institutional culture in shaping students' character (Intansari et al., 2026).

The study was conducted in a madrasah ibtidaiyah. The research site was selected purposively because it has implemented character-building activities related to social morals, responsibility, and discipline through both curricular and

non-curricular programs. The participants were also selected purposively based on their direct involvement in planning, implementing, and evaluating students' character development. They consisted of the madrasah principal, vice principal, classroom teachers, Islamic education teachers, students, and several parents. Purposive participant selection is appropriate in qualitative inquiry because it allows the researcher to obtain rich and relevant information from those who directly experience the phenomenon being studied (Cena et al., 2024).

Data were collected through in-depth interviews, participant observation, and document analysis. In-depth interviews were conducted to obtain detailed information about how social morals and responsible attitudes were cultivated and how these values contributed to the formation of disciplined character among students. Participant observation was used to examine daily routines, teacher–student interactions, religious activities, classroom management, and discipline-related practices in the madrasah environment. Meanwhile,

document analysis included lesson plans, school rules, student development records, character education programs, and other relevant written documents. The use of multiple data sources is consistent with qualitative case study procedures and has been widely employed in recent studies on character education in madrasah contexts (Shodiq et al., 2024)

The data were analyzed using thematic analysis. The analysis began with data familiarization by reading interview transcripts, observation notes, and documents repeatedly. After that, the researcher generated initial codes, grouped similar codes into categories, identified broader themes, reviewed the consistency of the themes, and interpreted the meaning of the findings in relation to the research objectives. Thematic analysis was selected because it offers a systematic yet flexible procedure for identifying and interpreting recurring patterns of meaning in qualitative data (Ahmed et al., 2025). In this study, the themes were organized around four main aspects: (1) the implementation of social morals in madrasah life, (2) the development of

students' responsible attitudes, (3) strategies for forming disciplined character, and (4) supporting and inhibiting factors in the implementation process.

To ensure the trustworthiness of the findings, this study applied source triangulation, technique triangulation, member checking, and thick description. Source triangulation was conducted by comparing information obtained from school leaders, teachers, students, and parents. Technique triangulation was carried out by comparing data from interviews, observations, and documents. Member checking was used to confirm preliminary findings with selected participants to ensure that the researcher's interpretations accurately reflected their experiences. In addition, thick description was applied to present the context of the madrasah and the implementation process in sufficient detail. These procedures are recommended in recent qualitative research guidance to strengthen credibility, transferability, dependability, and confirmability (Lochmiller et al., 2026)

In terms of research ethics, the researcher obtained permission from

the madrasah before conducting the study. All participants were informed about the purpose of the research, the voluntary nature of their participation, and the confidentiality of their identities. To protect anonymity, the name of the madrasah and the personal identities of participants were not disclosed in the article. This ethical procedure aligns with recent qualitative guidance that emphasizes transparency, sensitivity to context, and responsible reporting (Cena et al., 2024).

C. Result and Discussion

A. Result

1. Strategies for Developing Student Discipline Character in the Context of Moral Knowing and Moral Feeling at an Elementary Islamic School

The findings of this study show that the development of students' discipline character at the Madrasah Ibtidaiyah is closely related to the integration of moral knowing and moral feeling through systematic and continuous efforts. In the aspect of moral knowing, students demonstrated a clear understanding of discipline-related values such as punctuality, responsibility, obedience to rules, and respect for others.

These values were introduced through religious learning, classroom regulations, and daily guidance from teachers. The teaching process consistently included moral explanations so that students were able to recognize and distinguish appropriate and inappropriate behavior in the school environment.

The aspect of moral feeling is reflected in students' emotional responses toward discipline. Students showed awareness when following rules and experienced feelings such as guilt when they violated them. They also expressed a sense of pride when they were able to act in a disciplined manner. Reinforcement from teachers in the form of praise, advice, and feedback contributed to strengthening these emotional responses. This condition indicates that discipline was not only understood at the cognitive level but also internalized as a personal value.

The school implemented various habituation strategies to support the development of discipline character. Routine activities such as morning assemblies, congregational prayers, classroom cleaning duties, and timely submission of assignments were carried out consistently. These

repeated activities helped students form disciplined habits in their daily behavior. The structured implementation of these routines created clear expectations and provided continuous opportunities for students to practice discipline in real situations.

2. Implementation of Student Discipline Character Building Strategy in the Context of Moral Action at an Elementary Islamic School

implementation of student discipline character building in the context of moral action at the Madrasah Ibtidaiyah is carried out through consistent practice and direct application in students' daily activities. Students were not only encouraged to understand discipline but were also required to demonstrate it through real actions such as arriving on time, completing assignments responsibly, and following school rules. This implementation emphasizes that discipline is reflected in observable behavior, showing the alignment between what students know and how they act.

Students' moral action was evident in their ability to translate disciplinary values into consistent

behavior within the school environment. Many students showed responsibility in completing tasks, maintaining classroom order, and participating in school routines without being reminded. This indicates that discipline had become part of their habitual actions. The repetition of these practices contributed to the strengthening of students' behavioral consistency, making discipline a natural part of their daily conduct.

The strategies applied by the school to support moral action include structured habituation programs and direct supervision. Activities such as morning routines, collective prayers, classroom duties, and adherence to time schedules were implemented regularly. Teachers monitored students' behavior and provided immediate feedback when necessary. This approach helped ensure that students consistently practiced discipline in concrete situations rather than merely understanding it as a concept.

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3. Supporting and Inhibiting Factors of Moral Knowing, Moral Feeling, and Moral Action in the Formation of Disciplined Character of Students at an Elementary Islamic School

formation of students' disciplined character at the elementary Islamic school is influenced by several supporting factors related to moral knowing, moral feeling, and moral action. One of the main supporting factors is the integration of moral values into daily learning activities. Teachers consistently provided explanations about discipline, allowing students to clearly understand the importance of rules, responsibility, and proper behavior. This strong foundation of moral knowing helped students recognize what actions are expected in the school environment.

Another supporting factor is the development of moral feeling through positive reinforcement and emotional engagement. Students developed feelings of responsibility, awareness, and even guilt when they violated rules, as well as pride when they behaved in a disciplined manner. These emotional responses were strengthened through teachers' guidance, advice, and appreciation. A supportive school environment also contributed to building positive attitudes toward discipline, making students more willing to follow rules sincerely.

The implementation of moral action was also supported by consistent habituation and structured school programs. Routine activities such as morning assemblies, collective prayers, classroom duties, and adherence to schedules encouraged students to practice discipline in real situations. Teacher supervision and role modeling further reinforced these behaviors, helping students turn disciplinary values into consistent actions. These practices made discipline part of students' daily habits.

Despite these supporting factors, several inhibiting factors were

also identified. Some students showed a lack of consistency in maintaining disciplined behavior, especially when supervision was limited. Differences in students' backgrounds and levels of awareness also influenced their ability to internalize discipline. In addition, limited support from the home environment and external influences sometimes hindered the development of moral knowing, moral feeling, and moral action. These challenges indicate that the formation of disciplined character requires continuous collaboration between the school, teachers, and families.

B. Discussion

1. Strategies for Developing Student Discipline Character in the Context of Moral Knowing and Moral Feeling at an Elementary Islamic School

The findings of this study indicate that the development of student discipline character in the context of moral knowing and moral feeling at the elementary Islamic school is achieved through the integration of cognitive understanding and emotional internalization of moral values. In terms of moral knowing, students are guided to understand discipline-related values such as

punctuality, responsibility, obedience to rules, and respect for others through classroom instruction, religious education, and daily guidance. This cognitive aspect provides students with a clear foundation of what disciplined behavior means and why it is important in the school environment.

In relation to moral feeling, the results show that students begin to develop emotional awareness toward disciplined behavior. They experience feelings of pride when acting in accordance with rules and feelings of guilt when they violate them. These emotional responses are strengthened through teacher reinforcement such as praise, advice, and reflective communication. The combination of cognitive understanding and emotional engagement helps students internalize discipline as a personal value rather than merely an external obligation.

Overall, the interaction between moral knowing and moral feeling plays an important role in shaping students' disciplined character. When students understand moral values and simultaneously develop emotional attachment to

them, they are more likely to consistently apply discipline in their daily behavior. Teachers have a key role in facilitating this process by continuously integrating moral messages and providing emotional reinforcement, ensuring that discipline becomes part of students' character in a meaningful and sustainable way.

2. Implementation of Student Discipline Character Building Strategy in the Context of Moral Action at an Elementary Islamic School

The implementation of student discipline character building in the context of moral action at the elementary Islamic school emphasizes the translation of moral understanding into real and observable behavior. Students are encouraged to practice discipline through daily actions such as arriving on time, following classroom rules, completing assignments responsibly, and participating in school routines. This focus on action shows that discipline is not only understood cognitively or felt emotionally, but is ultimately expressed through consistent behavior in real situations.

The development of moral action is strongly supported by

habituation and structured school routines. Regular activities such as morning assemblies, collective prayers, classroom cleanliness duties, and scheduled learning activities provide continuous opportunities for students to practice discipline. Teacher supervision and immediate feedback play an important role in guiding students to correct their behavior and maintain consistency. Through repeated practice, disciplined behavior gradually becomes a habit that is embedded in students' daily lives.

Teacher modeling and the enforcement of clear rules also contribute significantly to strengthening moral action. Teachers demonstrate disciplined behavior such as punctuality, responsibility, and obedience to school regulations, which students tend to imitate. In addition, consistent application of rules and consequences helps students understand the importance of responsibility in their actions. Overall, the integration of habituation, supervision, and role modeling ensures that moral values are effectively transformed into disciplined behavior among students.

3. Supporting and Inhibiting Factors of Moral Knowing, Moral Feeling, and Moral Action in the Formation of Disciplined Character of Students at an Elementary Islamic School

The formation of students' disciplined character at the elementary Islamic school is influenced by several supporting factors related to moral knowing, moral feeling, and moral action. In terms of moral knowing, a major supporting factor is the consistent integration of moral and disciplinary values into learning activities. Students are continuously guided to understand rules, responsibilities, and proper behavior through classroom instruction and religious teachings. This consistent exposure strengthens their cognitive awareness of discipline and helps them recognize expected behaviors in the school environment.

For moral feeling, emotional reinforcement from teachers and the school environment becomes an important supporting factor. Students develop positive emotions such as pride when behaving well and guilt when violating rules. These feelings are reinforced through praise, advice, and constructive feedback, which help students internalize discipline as

a personal value. A supportive and structured school atmosphere also encourages students to develop positive attitudes toward discipline, making them more willing to follow rules sincerely.

In the aspect of moral action, habituation programs and teacher role modeling strongly support the development of disciplined behavior. Routine activities such as morning assemblies, prayers, and classroom responsibilities provide continuous opportunities for students to practice discipline. However, there are also inhibiting factors that affect the development of discipline, such as inconsistency in student behavior, differences in individual awareness, and limited reinforcement from the home environment. These challenges show that while the school plays a central role, collaboration with parents and consistent support systems are also necessary to strengthen students' disciplined character.

D. Conclusion

The findings of this study conclude that the formation of disciplined character among students at the elementary Islamic school is

strongly influenced by the integration of moral knowing, moral feeling, and moral action. Students are able to develop discipline when they understand moral values, experience emotional engagement with those values, and consistently apply them in daily behavior. These three components work together in shaping students' character in a balanced way.

The implementation of discipline character building strategies is effective when supported by structured habituation, continuous teacher supervision, and consistent role modeling. Through routine school activities and clear rules, students are given opportunities to practice disciplined behavior in real situations. Teachers play a central role in strengthening this process by guiding, correcting, and providing examples that students can imitate.

However, the development of disciplined character is also influenced by several inhibiting factors such as inconsistent behavior among students, differences in individual awareness, and limited support from the home environment. These challenges indicate that character formation cannot rely solely

on school efforts. Therefore, collaboration between teachers, students, and parents is essential to ensure that discipline values are continuously reinforced both inside and outside the school environment.

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