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The Role of Akidah Akhlak Teachers in Managing Student Discipline Issues: A Case Study of Eighth-Grade Students at MTs Al-Amien Kota Kediri

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Abstract: Akidah Akhlak teachers hold a strategic role in shaping the character of students, particularly in fostering discipline, which is a fundamental aspect in supporting the creation of a conducive learning environment. In the context of madrasah education, teachers are not only responsible for delivering religious material, but also serve as agents of value transformation, moral guides, and role models for students. The disciplinary issues occurring at MTs Al-Amien Kota Kediri such as student tardiness, violations of school regulations, and low academic responsibility form an important background for this study. This research aims to identify the roles and strategies employed by Akidah Akhlak teachers in the learning process of eighth-grade students at MTs Al-Amien Kota Kediri. The study uses a qualitative approach with a descriptive method. Data collection techniques include observation, in-depth interviews, and documentation. Research informants consist of the head of the madrasah, Akidah Akhlak teachers, the vice principal for student affairs, the vice principal for curriculum, and eighth-grade students with a record of disciplinary violations. Data analysis techniques include data reduction, data presentation, and conclusion drawing, along with data validity checks through source and technique triangulation. The results of the study show that Akidah Akhlak teachers implement various strategies to foster student discipline, including role modeling, habituation, persuasive advice, personal dialogue, and an educational reward-and-punishment system. In addition, the contextual implementation of moral values within the learning process contributes positively to the internalization of student discipline. These findings indicate that the role of Akidah Akhlak teachers is highly significant in cultivating sustainable student discipline grounded in Islamic spiritual and moral values.

Keyword : Teacher's Role, Akidah Akhlak, Student Discipline

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INTRODUCTION

Disciplinary behavior among students is an essential aspect that supports the creation of a conducive learning process in madrasahs. In the context of Islamic education, teachers of Akidah Akhlak carry a dual responsibility: they serve not only as instructors of religious knowledge but also as shapers of students' moral character. The demand for teachers to make significant contributions in fostering student

discipline is particularly important in boarding school settings, where students are immersed in a 24-hour educational environment that integrates academic, religious, and character development (Faizah, 2024). Discipline is often defined as adherence to rules that must be obeyed, but in Islamic educational contexts, it extends beyond mere compliance to encompass spiritual consciousness (taqwa) and moral accountability (Cahya et al., 2024).

Discipline can be understood as the practice of nurturing character and inner strength, reflecting steadfastness in behaving orderly and complying with various rules and norms, both in school and in society. Rohman (2018) defines discipline as a concept that encompasses adherence to applicable rules and norms, whether in educational settings or daily life. In the educational sphere, discipline functions as a foundation for creating a conducive and productive learning environment (Permana et al., 2024). However, the conceptualization of discipline in Islamic boarding schools (pesantren) differs from conventional schools in that it is deeply rooted in religious values and moral consciousness, rather than solely external compliance. This distinction is critical yet underexplored in existing literature.

According to Saputra (2023), emotional discipline is the ability to control oneself and regulate behavior in accordance with one's values. In this regard, discipline is important because it contributes to the achievement of learning objectives and the development of student character. The process of developing discipline requires time, consistent effort, and environmental support, including the role of teachers as role models (Issabila & Nahrowi, 2025). Research by Munaamah et al. (2021) shows that teachers' roles as figures capable of instilling the value of discipline are crucial in shaping student behavior that conforms to school rules. The exemplary conduct demonstrated by Akidah Akhlak teachers both in attitude and action indirectly encourages students to imitate such behavior.

While substantial research exists on character education (Lickona, 1991; Fitriyani, 2021) and social learning theory (Bandura, 1977; Handayani, 2020), limited empirical studies have examined how Islamic boarding schools uniquely address discipline issues through religiously-integrated approaches. Most existing studies focus on general educational settings or day schools, leaving a gap in understanding the distinctive strategies and challenges in residential Islamic education contexts where teachers have prolonged, intensive interaction with students. This study addresses this gap by investigating the specific roles and strategies of Akidah Akhlak teachers at MTs Al-Amien Kota Kediri, a boarding school environment.

At MTs Al-Amien Kota Kediri, Akidah Akhlak teachers play an active role in addressing student behavior related to discipline, especially among eighth-grade students who are in the critical developmental stage of early adolescence. The disciplinary issues observed include persistent tardiness, violations of dormitory regulations, inconsistent prayer attendance, and low academic responsibility—

challenges that are compounded by the boarding school context where students navigate independence away from family oversight. This research aims to examine and understand character-building strategies based on Islamic values and contextualized with students' lives in a boarding school environment. The study is guided by three research questions:

1. What specific strategies do Akidah Akhlak teachers employ to manage discipline in the boarding school context?
2. How do these strategies differ from conventional character education approaches reported in existing literature?
3. What contextual challenges unique to Islamic boarding schools affect the implementation of disciplinary interventions?

Thus, this research is expected to contribute to the development of scientific knowledge in Islamic education and serve as a practical reference for educators in similar institutional contexts.

Literature Review

1. Theoretical Foundations of Discipline and Character Education

Character education has been extensively theorized through various frameworks. Lickona's (1991) comprehensive approach to character education emphasizes moral knowing, moral feeling, and moral action as integrated components of character development. Fitriyani (2021) applies this framework to Islamic education contexts, demonstrating its relevance to akhlak (moral conduct) development. However, Lickona's model, while valuable, was developed primarily for Western secular educational settings and may not fully capture the spiritual dimensions central to Islamic character education.

Bandura's (1977) social learning theory, which emphasizes observational learning and modeling, provides another relevant framework. Handayani (2020) demonstrates its applicability in understanding how Akidah Akhlak teachers influence student character through exemplary behavior. Yet, social learning theory focuses primarily on behavioral modeling without adequately addressing the internalization of spiritual values and religious motivation that characterize Islamic approaches to discipline. This gap suggests the need for culturally-situated theoretical frameworks that integrate both behavioral and spiritual dimensions.

2. Empirical Studies on Teacher Roles in Discipline Development

Several empirical studies have examined teacher roles in fostering student discipline. Jannah (2020) investigated Akidah Akhlak learning in instilling character values, finding that religious instruction positively impacts student moral behavior. Reksamunandar and Hadirman (2022) examined character formation through habituation and teacher role modeling, identifying these as effective strategies.

However, both studies were conducted in day school settings where teacher-student interaction is limited to classroom hours. The present study extends this line of inquiry by examining how the residential boarding school environment, with its 24-hour teacher-student interaction, creates unique opportunities and challenges for discipline management.

Munaamah et al. (2021) demonstrate that teachers' exemplary behavior significantly influences student discipline among early childhood learners. Issabila and Nahrowi (2025) found similar patterns in junior high school settings, emphasizing the importance of consistent teacher role modeling. While these studies establish the importance of teacher exemplification, they do not explore how teachers integrate religious teachings with behavioral interventions, nor do they address the specific challenges of managing discipline in boarding school contexts where students face unique stressors related to homesickness, peer pressure, and dormitory life.

3. Contextual Factors in Islamic Boarding Schools

Islamic boarding schools (pesantren and madrasah) present distinctive educational environments. Research by Suprianto (2024) on religious character formation through boarding programs (mukim) highlights how immersive religious environments support character development through Qur'anic literacy and regular worship practices. However, this same immersive environment can create unique disciplinary challenges. Framanta (2020) notes that family environment significantly influences personality development, and separation from family in boarding schools can create emotional vulnerabilities that manifest as disciplinary issues. Juaini et al. (2024) further demonstrate that learning environment factors critically affect student motivation, with implications for discipline.

International comparative studies on boarding schools (Thompson et al., 2016; Bass, 2014) conducted in Western contexts identify similar challenges related to homesickness, peer conflict, and adjustment difficulties. However, these studies do not account for the religious and cultural dimensions specific to Islamic boarding schools, where discipline is understood through the lens of spiritual accountability and communal responsibility. This gap in comparative literature underscores the need for context-specific research in Islamic educational settings.

4. Research Gap and Study Contribution

While existing literature provides valuable insights into character education and teacher roles, significant gaps remain. First, most studies examine discipline in day school settings, leaving boarding school contexts underexplored. Second, the integration of religious values with disciplinary strategies remains theoretically and empirically underdeveloped. Third, limited research addresses the specific strategies teachers employ to manage the unique challenges of boarding school discipline, such

as dormitory behavior management, handling homesickness-related misconduct, and maintaining discipline during non-classroom hours.

This study contributes to addressing these gaps by: (1) documenting specific, contextualized strategies employed by Akidah Akhlak teachers in a boarding school setting; (2) identifying unique challenges related to the boarding school environment that are not present in day schools; (3) demonstrating how religious education can be integrated with behavioral management in ways that extend beyond conventional character education frameworks; and (4) providing empirical evidence of outcomes and effectiveness of different disciplinary approaches in an Islamic boarding school context.

METHODOLOGY

This research employs a qualitative approach that focuses on natural phenomena and conditions, aiming to deeply understand disciplinary issues among students at MTs Al-Amien Kota Kediri. This qualitative study was conducted in the field, where the researcher acted as the primary instrument for data collection. Data were gathered through three main techniques: observation, interviews, and documentation.

Observation was conducted by directly observing conditions in the madrasah environment, particularly in the eighth-grade classrooms, to obtain a clear picture of student behavior. In-depth interviews were carried out with the head of the madrasah, *akidah akhlak* teachers, and students with recorded disciplinary violations to obtain valid and reliable information. Documentation was also used to collect secondary data from various sources, such as books, journals, and archives relevant to the research theme.

The data analysis process followed the Miles and Huberman model, which includes three main stages: data condensation, data presentation, and conclusion drawing. Data condensation was carried out to refine and summarize the information obtained, while data presentation aimed to organize the information into understandable patterns. Through this approach, the research is expected to provide deep insights into student discipline-building strategies at MTs Al-Amien and the contributions of *akidah akhlak* teachers in the process.

RESULT AND DISCUSSION

Result

Madrasah Tsanawiyah (MTs) Al Amien was established in 2017 by the Al Amien Islamic Boarding School Foundation in Rejomulyo, Kediri City, with the aim of creating a young generation that is balanced in intellectual and spiritual intelligence in accordance with Islamic values. The madrasah implements the curriculum of the Ministry of Religious Affairs of the Republic of Indonesia, complemented by Islamic

studies, Qur'an memorization (Tahfidz), as well as Arabic and English language instruction. All students are required to live in supervised dormitories. The vision of MTs Al Amien is to create a "PINTAR" generation (Achievement-oriented, Innovative, Nationalist, Skilled, Active, and Religious), which encompasses academic and non-academic achievement, innovation, patriotism, practical skills, active participation, and noble character. Its mission includes organizing science and technology education, skills development, extracurricular activities, and instilling Islamic values and Qur'anic literacy. The goals include improving students' academic and non-academic abilities, cultivating religious practices, enhancing Qur'anic reading and writing skills, fostering patriotism, and creating a clean, safe, and comfortable madrasah environment. MTs Al Amien is committed to advancing national education and nurturing a generation that excels both academically and spiritually.

This study aims to explore and understand the issues of student discipline at MTs Al Amien Kediri City. The findings indicate that although MTs Al Amien has a clear vision and mission to create a "PINTAR" generation, challenges in implementing student discipline remain significant. Signs of low discipline can be observed in the high number of late arrivals, non-compliance in completing assignments, and lack of focus during learning activities.

One factor influencing student discipline is the educational environment within the madrasah. MTs Al Amien implements a dormitory-based education system where students live under full supervision. Although this system aims to create a conducive learning atmosphere, observations show that some students still struggle to adapt to the strict routines. The study found that adapting to dormitory life and time discipline is a challenge, especially for students who are living away from their families for the first time.

Furthermore, the learning approach applied at MTs Al Amien also contributes to student discipline. Although the curriculum includes religious subjects and local content, less varied teaching methods and limited student engagement in the learning process can lead to boredom and decreased motivation. This research recommends the need for innovation in teaching methods, such as the use of technology and interactive approaches, to increase student engagement and encourage disciplined behavior.

In terms of social support, the roles of teachers and parents are essential in fostering student discipline. Interviews with teachers reveal that role modeling and effective communication between teachers and students can enhance discipline. However, there is a gap between teachers' expectations and the realities faced by students. Some students feel they receive insufficient support from parents regarding discipline, which affects their behavior at school. Therefore, collaboration between the

school and parents needs to be strengthened to create an environment that supports the development of disciplined character.

This study also finds that extracurricular activities at MTs Al Amien play a role in building student discipline. These activities not only provide opportunities for students to develop their talents and interests but also teach values of discipline and responsibility. However, student participation in these activities still needs improvement, especially among those who struggle with discipline. Thus, strategies are needed to encourage greater student involvement.

Overall, this study emphasizes the importance of a holistic approach in fostering student discipline at MTs Al Amien. A combination of teacher role modeling, parental support, innovative teaching methods, and involvement in extracurricular activities can create an environment conducive to developing disciplined character. With this approach, it is expected that student discipline will improve, ultimately supporting a more effective learning process and achieving the intended educational goals. Finally, the study recommends that the madrasah conduct an evaluation and develop more integrated programs to enhance student discipline. This includes training teachers to apply more engaging teaching methods and improving communication programs between the school and parents. With these efforts, MTs Al Amien is expected to produce a generation that is not only academically intelligent but also possesses noble character and discipline in daily life.

Discussion

1. The Role of Akidah Akhlak Teachers in the Learning Process of Grade VIII at MTs Al-Amien Kota Kediri

Learning is a structured and systematic process aimed at helping students acquire and develop knowledge, skills, and positive attitudes. In the context of Islamic education, learning is not merely the transfer of knowledge but also the formation of students' Islamic personality and character. Therefore, the role of Akidah Akhlak teachers becomes highly central, as this subject guides students to understand and internalize the values of faith (*akidah*) and practice noble character (*akhlak*) in daily life (Jannah, 2020).

The role of Akidah Akhlak teachers is not limited to delivering cognitive material; it also encompasses the cultivation of students' affective and spiritual values. The findings of this study show that Akidah Akhlak teachers function as facilitators, moral guides, and role models in attitudes and behavior. This role is particularly significant as MTs students are at a critical stage of moral development. As emphasized by Lickona, adolescence is an important phase in character formation and the development of ethical values (Fitriyani, 2021). The roles of Akidah Akhlak teachers in the Grade VIII learning process at MTs Al-Amien Kota Kediri are as follows:

2. Learning Planning and Preparation

Akidah Akhlak teachers at MTs Al-Amien Kota Kediri carry out learning planning systematically as required by the madrasah. Teachers develop the Lesson Plan (RPP) and other instructional tools based on the syllabus and participate in curriculum workshops held at the beginning of each academic year. This reflects the teachers' commitment to performing their duties professionally and responsibly.

Good planning reflects the teacher's social role as explained by Mead in role theory, which states that individuals form their identities through social interactions and societal expectations. A teacher who can plan systematically and according to student needs demonstrates adaptive capability in fulfilling their social role as an educator.

Furthermore, this planning aligns with the Revised Bloom's Taxonomy, which classifies learning objectives into cognitive, affective, and psychomotor domains (Anderson & Krathwohl, 2001). Research by Aisyah & Fitriyah (2024) affirms that well-directed learning planning positively impacts the achievement of student competency indicators, especially in Islamic education.

3. Adaptive and Interactive Learning Implementation

The implementation of Akidah Akhlak learning for Grade VIII demonstrates a flexible and responsive approach to students' conditions. Based on observations and interviews, teachers prefer using storytelling, discussion, and question-and-answer methods that facilitate students' emotional engagement. These methods are chosen because audiovisual media tend to be less effective for students with limited concentration.

This learning model aligns with Albert Bandura's social learning theory, which states that learning can occur through observing and imitating the behavior of credible models. When teachers share real-life stories relevant to students' experiences, moral values are more easily internalized. Research by Handayani (2020) also reveals that Akidah Akhlak teachers who apply contextual and narrative approaches significantly influence the development of religious character among MTs students. This interactive approach encourages meaningful two-way communication and increases students' interest in religious studies.

4. Personal Approach and Role Modeling

A personal approach is a key strategy used by teachers to reach students, especially those with disciplinary issues or low responsiveness. Teachers approach students during breaks or outside class hours using persuasive and empathetic communication. Role modeling demonstrated by teachers is also an essential instrument in character formation. Teachers consistently display discipline, courtesy,

and responsibility both during the learning process and in daily life within the madrasah environment.

Within Lickona's character education framework, role modeling is considered the most effective form of moral education, as students more easily imitate concrete actions than merely listen to advice. Research by Reksamunandar & Hadirman (2022) supports this, concluding that teacher role modeling significantly contributes to shaping students' religious character.

5. Learning Challenges and Strategies to Address Them

Teachers face various challenges in the learning process, including students' physical fatigue due to boarding school activities and limited learning facilities such as projectors and classroom equipment. To respond to these conditions, teachers apply narrative- and contextual-based learning methods, which have proven more effective in overcoming facility limitations and students' concentration issues.

In addition, the madrasah has taken anticipatory steps by grouping students based on entrance examination results to optimize the learning process. This strategy demonstrates that teachers and the institution have accommodated students' needs through a differentiated learning approach.

According to Muslimin & Suharmanto (2024), the contextual approach in Islamic religious education can significantly enhance learners' character, especially when supported by experience-based learning. Teachers who can adapt their methods to students' conditions demonstrate adaptive and reflective pedagogical competence.

6. Learning Evaluation and Reflection

Evaluation of Akidah Akhlak learning at MTs Al-Amien is conducted periodically, three times in one academic year. This evaluation not only measures cognitive achievement but also assesses students' attitudes, participation in religious activities, and daily behavior in the school environment. Additionally, the madrasah conducts instructional supervision every four months as a form of continuous monitoring and guidance.

This evaluation model aligns with the authentic assessment approach recommended in the 2013 Curriculum, which emphasizes assessments that reflect real-life skills and values. In character education theory, Lickona asserts that assessment should not only measure what students know but also how they feel and act morally. The study by Rowis et al. (2020) shows that comprehensive evaluations conducted by teachers and school supervision can enhance the effectiveness of Akidah Akhlak learning and foster students' discipline and sense of responsibility.

7. Strategies of Akidah Akhlak Teachers in Overcoming Student Discipline Problems in Grade VIII at MTs Al-Amien Kota Kediri

Based on the research findings, the factors causing discipline problems among students at MTs Al-Amien Kota Kediri are as follows:

a. Internal Factors

The family environment is the first and primary educational institution that greatly determines a child's future. It is a place where children grow and develop as a whole. Thus, the family has a significant role in shaping a child's personality and character because the quality of a child's personality is largely influenced by their family or parents (Framanta, 2020). When a family lacks harmony, it can affect the child's personality and attitude.

Research at MTs Al-Amien shows that one of the main causes of student indiscipline is family-related factors. Many students come from less harmonious families, including broken homes.

A broken home is a condition where a family consisting of father, mother, and children is no longer united. Ideally, parents should work together in fulfilling their responsibilities and roles as educators. Students from broken home families often develop low self-esteem, lack of confidence, fear, and shame. This creates emotional discomfort, affecting their behavior at school. However, some students may appear unaffected and continue living resiliently (Oktaviani, 2014).

In the educational context, habits play a crucial role in shaping student discipline. Positive habits such as arriving on time, completing assignments, and following school rules strengthen discipline. Conversely, negative habits such as procrastination, tardiness, skipping classes without permission, or sleeping during lessons weaken discipline. At MTs Al-Amien, Grade VIII students often display behaviors that violate discipline such as not wearing shoes, arriving late, skipping class without permission, and sleeping during lessons as reflected in their violation cards recorded by the school.

b. External Factors

Peer Environment. This refers to relationships among children or adolescents within the same age group, involving strong familiarity within the group. Peer groups play an important role in helping children distinguish right from wrong behavior and develop maturity by comparing themselves with their peers. Findings show that peer influence strongly affects disciplinary behavior at MTs Al-Amien. Since the madrasah is boarding-based, students in the same class also share the same dormitory room. Daily interactions both at school and in the dormitory make peer influence a major factor in shaping discipline.

School Rules and Facilities**.** Appropriate school rules and adequate facilities also influence student discipline. School rules are written or unwritten regulations set

by the institution to control behavior and create a safe, orderly, and conducive learning environment (Fawaid, 2017). Rules help shape discipline by teaching students responsibility and acceptable behavior boundaries.

When rules are inconsistent with actual practice, students may become less motivated to follow them. Based on interviews, some Grade VIII students stated that certain rules apply only to students but not to teachers. For example, students must arrive on time, but teachers themselves sometimes arrive late creating a sense of unfairness.

School Facilities. These include all infrastructure provided to support the learning process classrooms, libraries, labs, restrooms, sports areas, prayer rooms, and learning media such as whiteboards, LCDs, and computers (Juaini et al., 2024). Adequate facilities significantly affect learning effectiveness and comfort for both teachers and students. In MTs Al-Amien, facilities are still limited. Research indicates shortages such as only one available projector, insufficient desks and chairs, and limited computers. These limitations contribute to challenges in maintaining student discipline.

Implications and Recommendations

1. Implications for Teaching Practice

Implement structured mentorship programs pairing each student with a dedicated teacher-mentor for bi-weekly individual dialogues. This addresses the limitation of insufficient individual attention identified in findings. Measurable outcome: reduction in repeated violations by students receiving consistent mentorship, tracked through disciplinary records over a semester.

Develop and implement a standardized point system protocol with clear, written guidelines for point deductions and restorative actions for each violation type. This addresses student concerns about inconsistent application. Measurable outcome: improved student perception of fairness, assessed through bi-annual student surveys using validated fairness scales.

Integrate reflective journaling exercises into Akidah Akhlak curriculum where students regularly engage in muhasabah (self-accountability) regarding their behavioral choices. This builds on the successful contextualized teaching strategy. Measurable outcome: demonstrated increase in students' ability to articulate connections between Islamic values and behavioral choices, assessed through rubric-based evaluation of journal entries.

2. Implications for Parental and Community Involvement

Establish a structured parent communication system with monthly written updates on student discipline progress and specific guidance on how parents can reinforce disciplinary values during home visits. This addresses the finding that

homesickness affects discipline. Measurable outcome: correlation between parent engagement (tracked through communication responses) and student behavioral improvement, with expectation that students whose parents receive and respond to updates show faster adjustment and fewer violations.

Create transition support programs for new students involving both senior student mentors and increased teacher check-ins during the critical first three months. This addresses homesickness-related disciplinary issues. Measurable outcome: comparison of disciplinary incident rates between students who participate in transition program versus historical data from students who did not receive such support.

3. Implications for Institutional Policy

Implement comprehensive professional development for all staff (not just Akidah Akhlak teachers) on religiously-integrated disciplinary approaches and boarding school-specific challenges. This addresses the problematic inconsistency between different teachers observed by students. Measurable outcome: post-training evaluation of teaching practices demonstrating increased consistency in disciplinary approaches across staff, evaluated through structured observations.

Reduce teacher-student ratios for counseling responsibilities by recruiting additional staff or training senior students as peer counselors under teacher supervision. This addresses capacity limitations for individual dialogue. Measurable outcome: increased frequency of individual counseling sessions (target: bi-weekly for at-risk students) and corresponding reduction in repeat violations among counseled students.

4. Future Research Directions

This study's findings suggest several productive directions for future research. Longitudinal studies tracking students from entry through graduation would illuminate whether early disciplinary interventions produce lasting character development or merely temporary compliance. Comparative studies examining discipline management across different types of Islamic boarding schools (traditional pesantren vs. modern madrasah) could identify which contextual factors most significantly affect strategy effectiveness. Experimental or quasi-experimental studies could rigorously test the relative effectiveness of different intervention strategies, addressing this study's descriptive limitation. Finally, research examining how students who experienced these disciplinary approaches later enact discipline as adults and parents could provide valuable evidence of long-term character formation.

CONCLUTION

Based on the findings of the study on "The Role of Akidah Akhlak Teachers in Addressing Discipline Problems Among Grade VIII Students at MTs Al-Amien Kota Kediri," the researcher concludes that Akidah Akhlak teachers hold a strategic role in the learning process at the madrasah. This role includes preparing teaching materials aligned with the curriculum, enriched with supplementary content, as well as implementing flexible and contextual learning approaches. In practice, teachers do not merely deliver content but also function as moral guides, motivators, and classroom managers. Challenges such as low student concentration and demanding boarding school routines are addressed through creative methods such as storytelling, discussions, and emotional communication outside the classroom. Furthermore, the evaluations conducted by teachers focus not only on cognitive aspects but also on students' affective development and daily behavior. Thus, Akidah Akhlak teachers play a comprehensive role in shaping students' character, discipline, and Islamic understanding, making the learning process a tangible means of nurturing morality and spirituality.

In their efforts to address student discipline problems, teachers at MTs Al-Amien have implemented various strategies grounded in pedagogical, psychological, and spiritual approaches. These strategies include role modeling, personal dialogue, point and sanction systems, and religious-based approaches. Although these strategies have shown positive outcomes, their implementation still faces challenges, such as inconsistencies between rules and real practice, where teachers themselves occasionally violate the rules. In addition, limited facilities and external environmental factors such as peer influence and students' family backgrounds, including broken home conditions also affect the effectiveness of the strategies implemented. Therefore, involvement and synergy from all parties teachers, the school, parents, and students are needed to ensure that these strategies can be sustained and address all aspects of students' character development.

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