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## Islamic Education Teachers' Strategies to Form Students' Discipline Character

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### Article Information    **Abstract**

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*This study explains the role of Islamic Education teachers in efforts to shape the character of student discipline at SMP Muhammadiyah 1 Yogyakarta. This study aimed to determine the role of Islamic Education teachers in shaping the character of student discipline and the strategies used at SMP Muhammadiyah 1 Yogyakarta. This study is a qualitative descriptive study. The subjects of the study were teachers, students, and documentation. Data collection was carried out through observation, interviews, and documentation research. Analysis is conducted through three main stages, namely data reduction, data presentation, and conclusion. The study results found that Islamic Education teachers showed their roles as educators, motivators, and facilitators in shaping the character of student discipline through strategies based on Islamic values. Different from other studies that generally discuss discipline in a general context, this study highlights specific approaches such as the 3S habit (Sapa, Senyum, Salam), congregational dhuha and dzuhur prayers, and reading the Qur'an together as a method of forming positive habits. This approach instills academic discipline and builds order and good habits in students' daily lives. This study emphasizes the integration of Islamic values in educational practices, making it more relevant in Islamic schools that seek to balance academic and character aspects. Thus, this study provides a unique contribution to understanding how the role of teachers and Islamic strategies can effectively shape student discipline while also adding insight into a more contextual pedagogical approach to Islamic education.*

Penelitian ini menjelaskan peran guru Pendidikan Islam dalam upaya membentuk karakter kedisiplinan siswa di SMP Muhammadiyah 1 Yogyakarta. Tujuan dari penelitian ini adalah untuk mengetahui peran guru Pendidikan Islam dalam pembentukan karakter disiplin siswa, strategi yang

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digunakan di SMP Muhammadiyah 1 Yogyakarta. Penelitian ini merupakan penelitian deskriptif kualitatif. Subjek penelitian adalah guru, siswa, dan dokumentasi. Pengumpulan data dilakukan melalui observasi, wawancara, dan penelitian dokumentasi. Analisis melalui tiga tahap utama, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menemukan bahwa guru Pendidikan Islam menunjukkan perannya sebagai pendidik, motivator, dan fasilitator dalam membentuk karakter disiplin siswa melalui strategi yang berbasis nilai-nilai Islam. Berbeda dari penelitian lain yang umumnya membahas disiplin dalam konteks umum, penelitian ini menyoroti pendekatan khusus seperti kebiasaan 3S (Sapa, Senyum, Salam), shalat dhuha dan dzuhur berjamaah, serta membaca Al-Qur'an bersama sebagai metode pembentukan kebiasaan positif. Pendekatan ini tidak hanya menanamkan kedisiplinan secara akademik, tetapi juga membangun keteraturan dan kebiasaan baik dalam kehidupan sehari-hari siswa. Kajian ini menekankan integrasi nilai-nilai keislaman dalam praktik pendidikan, menjadikannya lebih relevan dalam konteks sekolah berbasis Islam yang berupaya menyeimbangkan aspek akademik dan karakter. Dengan demikian, penelitian ini memberikan kontribusi unik dalam memahami bagaimana peran guru dan strategi Islami dapat secara efektif membentuk disiplin siswa, sekaligus menambah wawasan mengenai pendekatan pedagogis yang lebih kontekstual dalam pendidikan Islam.

## **I. INTRODUCTION**

In recent years, the discipline problem among students has become an increasingly common concern in education. Phenomena such as late entry to class, non-compliance with school rules, and a lack of responsibility in completing academic tasks show that the character of discipline has not been well embedded among students (Yulaika & Khoir, 2024). This is a big challenge for educational institutions in forming students who are not only academically intelligent but also have a strong character in carrying out disciplinary values. Character education is one of the main solutions to overcoming this problem because education not only aims to transfer knowledge but also shape students' personalities so that they become noble and responsible individuals (Amelia & Dafit, 2023; Rafsanjani et al., 2024; Sa'diyah, 2022).

One of the character values that must be instilled from an early age is discipline, which reflects compliance with rules and norms that apply in daily life. Islamic education as part of the education system in Indonesia has an important

role in shaping students' character, including in the discipline aspect of Islamic education aims to form individuals who have faith and piety to Allah SWT and have noble character in community life (Ridwanulloh & Wulandari, 2022). In the learning process, Islamic values are taught through theory, habituation, and example. The teacher is one of the main factors that play a role in this process. Teachers are responsible for instilling Islamic values through various methods, either directly or indirectly, so students are accustomed to behaving according to Islamic teachings (Aufa et al., 2023; BK & Hamna, 2022; Nurasiah et al., 2021; Saepudin, 2023).

According to Albert Bandura's social learning theory, students learn by observing and imitating the environment. In this context, the teacher plays the role of a model that can influence student character formation, including discipline. Therefore, the behaviour and attitude of discipline shown by the teacher will be examples imitated by students. In addition, Lawrence Kohlberg's theory of moral development emphasizes that individual moral development occurs through certain stages, where students begin to understand social rules and norms as guidelines for acting (Herfany & Abdurrasyid, 2024). Thus, teachers have an important role in directing students to understand and internalize the values of discipline (Sapriadi & Hajaroh, 2019).

Educators have a crucial role in the learning process to form quality student personalities. Their presence at the forefront of education makes this task even more strategic in creating a conducive learning environment. Schools that serve as education providers need qualified, trained teachers with a strong sense of professional responsibility. Learning will occur effectively if teachers carry out their duties and roles professionally (Nur'asiah et al., 2021). Therefore, it is acceptable for teachers to have a wide range of competencies related to their roles and responsibilities. Teachers play an important role in the development of students' personalities, so they are encouraged to instil moral lessons in each lesson that spark students' interest and help them stop misbehaving. For example, telling stories about God's prophets and apostles can inspire learners and help them apply the lessons learned daily (Halim et al., 2023; Sapriadi & Hajaroh, 2019).

The role of the teacher is a series of interrelated actions carried out in certain situations in the context of the progress and development of student behaviour change. This goal is to increase the importance of teachers in developing students' character, so first, teachers need to facilitate the development of students' character (Hariyadi et al., 2023; Kasiari et al., 2023). Character education is an effort to educate children to be creative and apply them in daily life to contribute to the people around them positively. Character education is a process that allows a person to change their life values, grow and develop, and a person's character must be designed to become one in his actions in life (Samudro & Madjid, 2020).

The fundamental problem faced by schools today is moral problems, other issues come from character problems, even academic reform depends on how to prioritize character (Judrah et al., 2024). Without good character embedded in everyone, a person will prioritise his intelligence and lust to satisfy his desires, so character development from an early age is very important in overcoming problems. Different characters have been developed, but this research focuses on disciplined characters, which can be identified in a person's daily behaviour, relationships with others, and worship.

Human discipline that is increasingly ineffective has become a difficult concept to apply in Indonesia. For example, we often observe that some students are still late for class while others may be late for work. Discipline is one of the most effective ways of teaching, so when using this discipline, the teaching and learning process will run well and smoothly without any interruptions or obstacles. Therefore, student discipline can be understood as student obedience and compliance in the sense of compliance with all applicable regulations at school, and indirectly, students also understand carrying out the rules at school so that they can control the behaviour of the students that they can learn well.

Given the problems that arise in this nation, in the field of education is one way to develop the character of students, this problem needs to be taken more seriously. Strive to instil in students the desire to uphold their well-being, the fortitude to take responsibility resulting from their activities, and the attitude of

obeying the rules. Efforts to strengthen the attitude of discipline towards children can be carried out through Islamic education, which combines Islamic teachings and resources related to that character. To restore public awareness of the depth of information taught in Islam from school age onwards and to serve as role models for the local community so that they can effectively educate their children, researchers have acknowledged the important role of Islamic Education teachers in the educational environment.

This research is expected to provide clear information about the role of Islamic Education teachers in shaping the character of student discipline in schools so that it can provide theoretical benefits, namely providing important information for teachers about the character of student discipline in SMP Muhammadiyah 1 Yogyakarta, to improve student discipline in schools, directly forming the younger generation who have character discipline that can be relied on by themselves, friends, parents, religion, country and nation.

In the school environment, teachers suggest strategies for valuing discipline in students. One common strategy in Islamic education is the habit of worship and noble morals in daily life, such as praying dhuha, reading the Qur'an, and applying *Sapa, Senyum, Salam (3S)*. In addition, teachers are also responsible for supervising and guiding students so that they can understand the importance of discipline in their lives.

Previous studies have examined teachers' role in shaping student discipline's character (Nuranti et al., 2019). The research highlights the role of Islamic Education teachers in building discipline character through habituation programs in schools. The results of this study show that teachers who consistently apply habituation strategies will be more effective in instilling student discipline (Muslih, 2021). Meanwhile, the study emphasizes the importance of teachers' professional competence in influencing student discipline, where teachers who deeply understand teaching methods can more effectively shape students' character. On the other hand, research reveals that students' morality in an educational environment highly depends on the approach teachers use to educate and guide them. The three studies have similarities in highlighting the role of teachers in

shaping students' disciplinary character. Still, the difference lies in the aspects emphasized: habituation strategies, professional competence, and morality approaches (Nurasiah et al., 2021; Saepudin, 2023; Sutarman & Salleh, 2023).

In the context of this study, the main focus is on the role of Islamic Education teachers in shaping the character of student discipline. Islamic Education teachers are not only in charge of delivering subject matter but also have a moral responsibility to instil Islamic values that will shape students' character. Therefore, this study aims to analyze Islamic Education teachers' role in shaping student discipline's character in SMP Muhammadiyah 1 Yogyakarta. It is hoped that the results of this research can provide useful information for the world of education in improving the quality of student discipline through the role of teachers as role models and guides in the school environment.

## **II. METHOD**

This study uses a qualitative approach with a field research method that focuses on direct observation of events in schools, aiming to gain a deep understanding of the phenomenon being studied. The data collected is descriptive, not in the form of numbers, allowing for wider exploration related to the social context in the community. Data collection techniques are carried out through three main methods, namely participant observation, interviews, and documentation. Participant observation is carried out by the researcher being directly involved in the research environment to observe the behaviour and interaction of the subject naturally. Interviews were conducted with respondents, including cation education and five students, to get more in-depth information about their experiences and views. In addition, documentation methods are used to collect various written records, images, or documents that support the research. After the data is collected, the analysis is carried out through three main stages: data reduction, data presentation, and conclusion drawing (Stanley, 2023).

Data reduction is done by selecting, simplifying, and categorizing information to focus more on aspects relevant to the research. The data that has been reduced is then presented in the form of narrative text to provide a more

systematic and clear picture. The final stage is the conclusion, which is carried out by identifying the main patterns, relationships, or findings from the analysis results and then verifying them to ensure the accuracy and validity of the data. To increase the validity of the findings, this study uses a triangulation technique, which compares and confirms data from various sources and different methods, such as comparing observation results with interviews and documentation, to ensure the consistency and credibility of the research results (Creswell & Poth, 2017).

### **III. FINDINGS AND DISCUSSION**

#### **PAI Teachers as Educators in the Formation of Discipline Character**

According to Law Number 20 of 2003, teachers, lecturers, consultants, tutors, tutors, tutors, trainers, moderators and other education personnel appointed and qualified by their fields who participate in and organize professional educators for forms in the field of education. Educators are in charge of planning and implementing the learning process, evaluating learning outcomes, providing assistance and training, conducting research, and serving the community, especially university educators. Teachers are professional educators whose main job is to educate, guide, train, assess, and evaluate students. They are experienced educators, so teachers must be experts in teaching based on the standards and tasks developed by education experts.

Similarly, Islamic religious education teachers at SMP Muhammadiyah 1 Yogyakarta are very important in fostering the character of discipline of students at school, especially at SMP Muhammadiyah 1 Yogyakarta. Islamic religious teachers play an important role in carrying out discipline character education in schools to support the success and growth of the disciplined character of their students; teachers are role models that must be respected and imitated. Teachers are examples and role models for the development of the disciplined character of their students in their capacity as educators, especially as teachers of Islamic religious education. Discipline character education educates students to become human beings who do good based on their devotion to God Almighty. The concept of role models in education is very important and can affect the educational

process, especially the development of students' personalities. For this reason, Islamic religious educators must first understand the personal characteristics of their students. This can be done by observing and understanding students' behaviour and understanding from the beginning of the learning process. Second, Islamic religious education teachers must be aware of students' talents, viewpoints, and life experiences. Third, Islamic religious education teachers should develop learning strategies and resources to introduce and understand the real-life situations of their students (Shinta & Ain, 2021).

Based on the results of the research, the role of Islamic Religious Education teachers as educators in developing the discipline character of Muhammadiyah 1 Yogyakarta junior high school students is as follows.

### ***Teachers as Educators***

Teachers are educators and act as figures, role models, and role models for students in their environment. Therefore, teachers must have certain standards regarding personal qualities such as responsibility, authority, independence, and discipline. As educators, teachers play a very important role in the learning process. The teacher's job is to teach subjects and educate and train students to have knowledge, skills, noble morals, and intelligent thinking. As educators, teachers must have strong personalities and be an example for students. They must train students' skills, attitudes, and spirituality and instil the values in each material presented. Teachers must also be able to act as inspirers, informants, motivators, and promoters, creating a comfortable learning environment and facilitating learning activities.

As the researcher interviewed an Islamic Religious Education teacher, Mrs Nanik Dwi Hariyani said: "Teachers are expected to be an example for students in behaviour and attitude, by showing discipline and seriousness in teaching and learning, for example, in addition to delivering learning materials, they also always advise students to be enthusiastic about learning and seeking knowledge and teachers always emphasize discipline before entering the classroom and before start learning" (Hariyani, 2024).



According to the research findings, Islamic Religious Education teachers have been effective in teaching their students, showing a lot of attention and concern for their students. Islamic Religious Education teachers constantly advise their students to do good and positive things with each other. For example, he continually reminds his students of the advantages and disadvantages of utilizing technology and the surrounding environment. Islamic religious education teachers have fulfilled their responsibility to teach and guide students correctly so they do not get entangled in unwanted situations.

### ***Teacher as Facilitator***

Teachers have an important role as facilitators in the learning process. In addition to providing knowledge, teachers encourage students to participate actively in the learning process. These roles include teachers' ability to create a comfortable learning environment, facilitate learning activities, and motivate students to think critically and actively participate in learning. As facilitators, teachers provide one-sided information and create an environment that supports student interaction and collaboration. This approach allows learners to learn more independently and creatively, helping them understand the subject matter and develop critical thinking and problem-solving skills. Teachers as facilitators also listen to and respect students' opinions, creating an inclusive learning environment that respects diversity.

As the researcher interviewed an Islamic Religious Education teacher, Mrs. Nanik Dwi Hariyani said: "Teachers Providing diverse learning resources, such as books or teaching aids, is one of the responsibilities of teachers to increase students' interest in learning, such as teachers guiding and encouraging students to actively seek and find knowledge through various fun and challenging activities" (Hariyani, 2024).

Based on the research results, Islamic religious education teachers at Muhammadiyah 1 Junior High School Yogyakarta teach students to behave well in character development, the main task of an Islamic religious education teacher is to provide useful knowledge to his students and instill good morals. In addition to teaching subjects, Islamic religious education teachers also provide learning in

various fields such as discipline, honesty, and manners and give examples to SMP Muhammadiyah 1 Yogyakarta students.

### ***Teachers as Motivators***

Teachers play an important role in motivating students to increase their enthusiasm and interest in learning. The teacher's task is to convey the lesson's content and inspire students to actively and enthusiastically participate in the learning process. In this case, teachers must be open and create a supportive environment where students feel safe to express opinions and ask questions. Through positive encouragement, praise, and constructive feedback, teachers help students overcome the feelings of tiredness and boredom that often occur during the learning process. Through this approach, teachers play the role of motivators who help students realize and utilize their potential to learn and achieve desired goals actively, teachers have a very important role as motivators in the teaching and learning process, students respect teachers used as role models, and have the opportunity to influence students' attitudes and enthusiasm for learning through encouragement, praise, and constructive feedback, teachers can increase students' interest and confidence. By being a good motivator, teachers can help students achieve high academic achievement and also shape students' personalities into good and honest individuals.

As the researcher interviewed an Islamic Religious Education teacher, Mrs. Nanik Dwi Hariyani said, "Teachers play an active role in motivating students to practice Islamic values, both inside and outside the classroom. For example, teachers invite students to pray in congregation and dress neatly according to Islamic teachings, besides that teachers always motivate students to do sunnah practices not only doing mandatory things, such as fasting on Monday and Thursday, duha prayers and so on" (Hariyani, 2024).

Based on the results of the research, Islamic religious education teachers always show exemplary behavior towards their students, the role of Islamic religious education teachers not only provides knowledge about the subject, but also motivates students to learn. Islamic religious education teachers encourage

students to be disciplined to come to school on time and start lessons on time so that learning goes well.

Islamic religious education provides general and religious knowledge based on one's moral values (body, mind and soul) to achieve happiness in this world and the hereafter. Education is a process that takes place deliberately, planned and held based on applicable rules. According to Law no. Article 20 of the National Education System of 2003, so that students can actively develop their potential for religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed for society, nation, and state, education is a deliberate effort to create a learning environment and learning process. It can be concluded that Islamic religious education is the implementation of planned activities to achieve effective and efficient results according to the goals that have been set for the growth and development of students to develop good attitudes and morals and maintain a balance of physical and spiritual development in the present and future according to the principles of Islam and make Islam a lifestyle.

Islamic education pays attention to adolescents' emotions by responding to situations that can arouse their feelings so that adolescents can deal with these emotions positively so that they do not waver in facing any emotional situation until adulthood and are more sensible. Islamic education pays attention to adolescents, such as their unstable behaviour, strong, and like to scream, hit, and destroy something that clearly shows the immaturity and instability of the teenager. Character is a personality trait that distinguishes a person from others, such as psychological traits, personality, and personality. Character means having individuality. Character is also an ethical or moral code, like a person's honesty, and is usually associated with relative traits, character refers to a set of attitudes, behaviors, motivations, and skills (Munif et al., 2021). The importance of character formation lies in the form of appearance. On the other hand, character formation is an educational process; forming self-development behaviour can mean leadership and direction (opinions, education, character, ideas) (Zaky & Setiawan, 2023). Character formation strategy and character education aim to create a

human being with a holistic character, namely to optimally develop students' physical, emotional, social, creative, spiritual, and intellectual aspects.

Discipline character education is a character that is no less important than religious character education because discipline gives rise to human traits (Sahuri, 2022). Behaviours that are obedient and obedient to the rules of human life and discipline is very important to be enforced so that a violation does not occur, if a breach occurs, it will hinder efforts to achieve learning goals. Teachers can realize their goals by establishing discipline rules and various consequences for students who violate school rules. Efforts to carry out disciplined character education are from punctuality and following the regulations that the school/madrasah has set because an educator teacher must have certain personal qualities, one of which is discipline punctuality and discipline.

### ***PAI Teachers' Efforts in Implementing Disciplined Character in Students***

This is in connection with the efforts of Islamic Religious Education teachers to apply discipline to students. Based on the results of a research interview at SMP Muhammadiyah 1 Yogyakarta with an Islamic Religious Education teacher who teaches the subject, Mrs Nanik Dwi Hariyani, Mrs Nanik herself about the efforts of Islamic Religious Education teachers in fostering discipline in students (Hariyani, 2024):

1. Come and go to school on time.

The teacher emphasized that coming and leaving on time is a form of discipline that must be instilled in students and teachers. Punctuality reflects the responsibility of learners and teachers towards their education and respects the time of others, including teachers and classmates.

2. Regular lesson schedule.

Every day the school has a regular lesson schedule to help students to develop discipline and responsibility. By knowing the time and subject matter to be taught, students can prepare themselves better.

3. Timely work on tasks.

Students are taught to be responsible for the tasks given by the teacher to complete the assignment on time to teach them how to manage their time well.

Students are expected to complete and submit school assignments according to the deadline set by the teacher. It teaches them to be responsible and appreciate time.

4. Obey school rules or rules.

Discipline is the foundation for shaping student discipline. With clear rules, students are expected to understand their responsibilities as students and behave according to the school's expectations. Students must be orderly in class, not speak when the teacher is providing learning materials or instructions, or disturbing classmates who are studying and paying attention to the cleanliness of the classroom.

5. Dress appropriately on schedule.

Regarding uniforms or clothes, students have been advised or instructed to dress appropriately according to the schedule that has been set, for example on Monday they both wear white navi uniforms, as well as other days have also been determined, this is one of the efforts to apply discipline in uniforms or dress at school.

This is also strengthened by the results of interviews with students of SMP Muhammadiyah 1 Yogyakarta, namely:

The results of an interview with a student named Favian said: "The teacher is always on time every time he enters the class and says greetings. Discipline towards time means that if something has been determined, it must be implemented promptly. For example, school activities start at 07.00 WIB, then at 07.00 WIB all teachers and students must be at school and ready to carry out teaching and learning activities" (Favian, 2024).

The results of an interview with a student named Rihana Kaylila said: "Having a regular lesson schedule helps us to be more focused and disciplined in learning. We also feel better prepared for lessons because we know what we will learn daily" (Kaylila, 2024).

The results of an interview with a student named Dinda Eka said that: "The teacher gives homework (homework) to be done and then it is also collected according to the schedule that the teacher has determined, and if it is not

collected according to the schedule, then the teacher will give sanctions to students who do not do their obligations" (Eka, 2024).

The results of an interview with a student named Farrel Arsy said that: "When the teacher teaches in the classroom before starting the lesson the teacher always emphasizes the discipline before entering the classroom and before starting learning, the teacher will emphasize the students to be disciplined in learning and outside the lesson and the teacher reminds before entering the classroom always emphasizes the cleanliness of the classroom inside or outside the classroom so there is a picket schedule The class cleans the classroom before learning starts because it is for the comfort of learning" (Arsy, 2024).

The results of an interview with a student named Dea Ayu who said that: "The dress code set by the school, such as wearing a complete and neat uniform, is considered part of the discipline that must be applied in daily life. Dressing appropriately is essential to creating a positive impression in the school environment. We feel that the clothes reflect identity and self-discipline and show respect for teachers and friends" (Ayu, 2024).

It can be concluded from the interview above that the teacher of Islamic Religious Education at SMP Muhammadiyah 1 Yogyakarta has instilled the values of discipline in students because teachers teach not only academic material but also discipline, responsibility, manners, honesty, and example. Based on the findings of interviews regarding the function of Islamic Religious Education teachers, the author presents research findings on the function of Islamic Religious Education teachers to strengthen the conclusion of the analysis.

According to the above research findings, Islamic Religious Education Teachers have played an important role in helping students at SMP Muhammadiyah 1 Yogyakarta develop a disciplined character. They have taught and guided their students in virtues such as honesty, discipline, manners, and example. Show students good character and set a positive example for their peers by teaching them to shake hands with teachers, greet each other, and behave respectfully wherever they are.

It can be concluded from the results of the interview above that the Islamic Education teacher of SMP Muhammadiyah 1 Yogyakarta has instilled the values of discipline in students. Teachers not only teach academic material, discipline, responsibility, manners, honesty, and examples. Based on the findings of interviews on the function of Islamic Education teachers, the author presents research findings on the function of Islamic Education teachers to strengthen the conclusion of the analysis. The tasks of Islamic Education Teachers are shown in the table below.

Albert Bandura's social learning theory states that children learn through observing and imitating authority figures, including teachers. In this context, teachers who show a disciplined attitude will be a model for students to develop the same habits. This research shows that teacher behaviour has a significant effect on the formation of student character.

In addition, Lawrence Kohlberg's theory of moral development emphasizes that discipline develops along with the moral stages experienced by the individual. Teachers guide students from the conventional stage, where discipline is applied based on adherence to school rules, to the post-conventional stage, where students understand the value of discipline as part of a higher moral principle. This is reinforced by research showing that discipline taught through internalising moral values is more effective than just sanctioning.

Research confirms that the application of discipline in education contributes to the formation of students' character. Discipline character education at SMP Muhammadiyah 1 Yogyakarta has proven effective in building positive habits that support students' academic and social success (Pujianti & Nugraha, 2025). In addition, research shows that a school environment that supports discipline will accelerate students' internalization of these habits. This study is relevant to the Bandura concept of positive reinforcement, where students who appreciate disciplined behaviour tend to maintain the habit. Sa'diyah (2022) by referring to Bandura and Kohlberg's theories and supported by previous research, it can be concluded that the role of teachers in shaping students' disciplinary character is very significant. Through example, learning facilitation, and motivation, teachers

not only form habits but also internalize the value of discipline in students as part of their moral development.

### **Strategies Used to Forming the Discipline Character**

Based on the results of the research on the strategies of Islamic Religious Education teachers in building the disciplined character of students at Muhammadiyah 1 Junior High School Yogyakarta, the strategies of Islamic Religious Education teachers as educators are:

#### ***3S Habituation (Sapa, Senyum, Salam)***

Before entering the school environment, students are encouraged to greet each other with teachers and are accustomed to smiling and greeting each other. A smile reflects friendliness and a positive attitude, which can make others feel comfortable and accepted. A smile in the context of ministry or interaction can indicate that a person is ready to serve well and sincerely.

As the researcher interviewed an Islamic Religious Education teacher, Mrs Nanik Dwi Hariyani said: "The existence of this 3S creates a friendly and familiar atmosphere between teachers and students as well as fellow school residents because with this 3S it creates a positive atmosphere between others and to teach each other the form of respecting others. For example, greetings, nods or waving hands" (Hariyani, 2024).

#### ***Habits of Dhuha and Dzuhur Prayers in Congregation***

Developing religious character, students carrying out dhuha and dzuhur prayers in congregation in mosques or prayer rooms provide greater rewards than doing it alone, congregational prayers also strengthen relationships between fellow Muslims, eliminate social differences, and increase a sense of brotherhood and togetherness. With this activity, it is hoped that students can be firm and practice seriously inside and outside the school (Hamdan et al., 2021).

As the researcher interviewed an Islamic Religious Education teacher, Mrs Nanik Dwi Hariyani said: "With the habit of duha prayer and Zuhur prayer in congregation, it teaches to increase awareness of the importance of Sunnah and Obligatory worship, and teaches students always to do prayers" (Hariyani, 2024).



### ***The Habit of Reading the Qur'an in the Congregation***

Reading the Qur'an in the congregation is considered mustahabb (preferred) based on clear evidence from the Qur'an and Hadith. In the hadith, the Prophet Muhammad Saw stated that when a group of people gathered to read the Qur'an, they were surrounded by angels and overwhelmed by the grace of Allah. This activity deepens the understanding of the Qur'an and builds a sense of togetherness and friendship among students. Gathering to read the Qur'an creates an atmosphere full of blessings and serenity.

As the researcher interviewed an Islamic Religious Education teacher, Mrs Nanik Dwi Hariyani said: "When the entrance bell has been rung, students enter their respective classrooms and before starting learning students are required to read the Qur'an in congregation in class within 10-15 minutes, after that teaching and learning activities begin, this is done to expect students to become fluent in reading the Qur'an" (Hariyani, 2024).

### ***Prayer Readings Before and After the Study***

The recitation of prayers before and after learning is a practice recommended in Islam, aiming to ask for blessings, ease in studying knowledge and achieve good learning goals; teachers and students are used to praying before and after learning. This is done to make teaching and learning easier for students.

As the researcher interviewed an Islamic Religious Education teacher, Mrs Nanik Dwi Hariyani said: "In the activity before starting learning, one of the students is asked to lead the reading of the prayer before starting the lesson, after finishing the prayer then carry out teaching and learning activities and to end the learning the students are asked to pray again to close the learning" (Hariyani, 2024).

### ***The Habit of Being Disciplined***

Discipline is an attitude or behaviour that shows compliance with the rules that have been set; discipline is the ability to control oneself to behave according to applicable regulations and norms; a disciplined person knows when and how something must be done by existing priorities and responsibilities.

The researcher interviewed an Islamic Religious Education teacher, Mrs Nanik Dwi Hariyani, who said: "Discipline is one of the basic values students must possess. A disciplined attitude helps students appreciate the time, responsibility, and rules in school. It is important to form good character and prepare them for future challenges and students will apply it in their daily lives at school and home" (Hariyani, 2024).

### ***The Habit of Being Honest***

Honesty is developing honest behaviour through consistent habits and actions; honesty is a very important moral value because it builds trust, honesty, and good relationships. Honesty is usually instilled when students give presentations, show the results, and take exams. Students tend to be accustomed to being honest in their words and actions.

As the researcher interviewed an Islamic Religious Education teacher, Mrs Nanik Dwi Hariyani said: "Honesty is one of the basic characteristics that students must have. An honest attitude is not only important in an academic context but also in everyday life. By being honest, students can build trust with teachers and their friends" (Hariyani, 2024).

## **IV. CONCLUSION**

This research concludes the role of Islamic Religious Education teachers in forming the character of discipline in students. The role of Islamic Religious Education teachers in shaping the character of discipline in students at SMP Muhammadiyah 1 Yogyakarta is very much needed by students, especially grade VIII students of SMP Muhammadiyah 1 Yogyakarta. Because the presence of Islamic religious education teachers who act as substitutes for parents holds this role, it also has a big role in helping students become good and exemplary human beings. After the conclusion of the research, I found that Islamic religious education teachers have many roles in instilling a disciplined personality, namely the role of educators, motivators, and facilitators, by setting good examples such as coming to school and entering classes on time.

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