

PAI TEACHERS' STRATEGIES FOR DEVELOPING STUDENTS' RESPONSIBILITY AND DISCIPLINE AT MIN 6 MAGETAN

Muhammad Said Al Aziz¹, Nuraini², Wawan Kusnawan³, Lutfia Hanifah⁴, Husna Hurin Asma' Amaniina⁵, Ahmad Hammam Cahyo Robiul Awaly⁶

^{1,2,3,4,5,6}Universitas Muhammadiyah Ponorogo

Email : saidalaziz@gmail.com¹, nuraini@umpo.ac.id², wawankusna@umpo.ac.id³, lutfiahani@gmail.com⁴, husnahuri@gmail.com⁵, robiulawaly@gmail.com⁶

Abstract :

The development of students' responsibility and discipline is a critical concern in Islamic Religious Education because these values must be reflected not only in students' understanding but also in their everyday conduct. This study aims to analyze the strategies employed by Islamic Religious Education teachers to develop students' responsibility and discipline at MIN 6 Magetan, examine the outcomes of their implementation, and identify the supporting and inhibiting factors. The study employed a qualitative case study approach involving the madrasah principal, Islamic Religious Education teachers, and students as informants. Data were collected through participant observation, in-depth interviews, and documentation and analyzed using the interactive model of data condensation, data display, and conclusion drawing and verification, with source and technique triangulation used to establish credibility. The findings show that teachers integrate exemplary conduct, religious habituation, advice and motivation, student responsibilities, school rules, supervision, and continuous evaluation to strengthen students' responsibility and discipline. Implementation is supported by collaboration among school members and parents, an Islamic school culture, and adequate facilities, while differences in student characteristics, family support, peer environment, and uncontrolled gadget use remain challenges. These findings indicate that consistent and collaborative teacher strategies can integrate Islamic learning with sustained character formation in elementary madrasah settings.

Keywords : Teacher Strategies; Responsibility; Discipline; Character Education; MIN 6 Magetan

Abstrak :

Pembentukan karakter tanggung jawab dan disiplin merupakan persoalan penting dalam Pendidikan Agama Islam karena kedua nilai tersebut tidak hanya perlu dipahami, tetapi juga diwujudkan dalam perilaku sehari-hari peserta didik. Penelitian ini bertujuan menganalisis strategi guru Pendidikan Agama Islam dalam membentuk karakter tanggung jawab dan disiplin siswa di MIN 6 Magetan, mengkaji hasil penerapannya, serta mengidentifikasi faktor pendukung dan penghambatnya. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus yang melibatkan kepala madrasah, guru Pendidikan Agama Islam, dan peserta didik sebagai informan. Data dikumpulkan melalui observasi partisipan, wawancara mendalam, dan dokumentasi, kemudian dianalisis menggunakan model interaktif yang meliputi kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan, dengan triangulasi sumber dan teknik sebagai pengujian kredibilitas. Hasil penelitian menunjukkan bahwa guru mengintegrasikan keteladanan, pembiasaan keagamaan, nasihat dan motivasi, pemberian amanah, tata tertib, pengawasan, dan evaluasi berkelanjutan untuk memperkuat tanggung jawab dan disiplin siswa. Implementasi didukung kerja sama warga madrasah dan orang tua, budaya madrasah Islami, serta sarana yang memadai, sedangkan perbedaan karakter siswa, dukungan keluarga, lingkungan pergaulan, dan penggunaan gawai yang kurang terkontrol menjadi hambatan. Temuan ini menunjukkan bahwa strategi guru yang konsisten dan kolaboratif dapat mengintegrasikan pembelajaran PAI dengan pembentukan karakter

secara berkelanjutan.

Kata Kunci: Strategi Guru; Tanggung Jawab; Disiplin; Pendidikan Karakter; MIN 6 Magetan

INTRODUCTION

Islamic Religious Education has a strategic function in developing students' moral conduct because religious learning is expected to move beyond cognitive understanding toward observable behavior. Responsibility and discipline are particularly important at the elementary level because students are still developing habits related to completing obligations, following rules, managing time, and accepting the consequences of their actions. Recent studies show that character development in schools requires systematic teacher involvement, habituation, guidance, and consistent reinforcement rather than relying only on classroom instruction. Amelia and Dafit (2023), for example, found that teachers develop students' discipline through planning, exemplary conduct, guidance, rules, reinforcement, and routine habituation. These findings indicate that character formation is closely connected to the consistency of everyday educational practices rather than to isolated character lessons.

The teacher therefore occupies a central position in translating Islamic values into students' daily conduct. In Islamic Religious Education, teachers are not merely transmitters of religious knowledge but also educators, motivators, supervisors, and behavioral models whose actions can reinforce or weaken the values communicated during instruction. Lubis and Murniyetti (2023) demonstrate that PAI teachers employ exemplary conduct, habituation, and advice as interconnected strategies for character development, while Farid and Aziz (2023) show that strengthening teacher activity and classroom interaction can support the development of students' responsibility. Together, these studies suggest that teacher strategies become more meaningful when religious values are repeatedly encountered through instruction, interpersonal interaction, and routine school activities.

Empirical studies have also examined responsibility and discipline as complementary dimensions of character education. Research on elementary education indicates that teacher modeling, guidance, classroom activities, and school routines contribute to students' responsibility, while school rules and habituation strengthen discipline. A study of the school environment similarly found that institutional facilities and daily monitoring can support responsibility and discipline, although such instruments still require teacher guidance and reinforcement. More recent research on PAI teachers further confirms that

religious activities can be integrated with discipline and responsibility formation through reminders, guidance, rules, and religious routines. These studies have established the importance of teacher intervention and supportive school environments, but they tend to emphasize either discipline, responsibility, or general religious character rather than examining their integrated formation through PAI teacher strategies.

Another important issue concerns the conditions that determine whether character building strategies can be sustained. School culture, parental involvement, teacher cooperation, student awareness, peer relationships, and the external environment may strengthen or weaken the internalization of character values. Amelia and Dafit (2023) identified principal control, parental support, teacher involvement, and student awareness as supporting factors, while family and environmental conditions may become obstacles. Similarly, contemporary research on character education emphasizes the need to connect school based character programs with broader social and family contexts. This perspective is particularly relevant to elementary madrasahs because students' behavior is shaped simultaneously by classroom experiences, religious routines, family practices, peer relationships, and increasingly by digital environments.

Despite these findings, a contextual gap remains concerning how PAI teachers integrate responsibility and discipline into the full range of madrasah activities. Existing studies have demonstrated the effectiveness of exemplary conduct, habituation, rules, motivation, and school culture, but fewer studies have examined how these strategies operate together within an Islamic elementary school setting and how teachers respond when students show different levels of awareness, family support, and behavioral readiness. The study by Zaenudin et al. (2023), for instance, confirms the importance of teacher strategies in character education, while Datunsolang et al. (2024) demonstrates that PAI teachers can address several character dimensions through religious habituation, advice, and discipline-building practices. The present study extends this literature by focusing specifically on the integrated development of responsibility and discipline at MIN 6 Magetan.

Accordingly, this study examines three interconnected dimensions the strategies used by PAI teachers to develop students' responsibility and discipline, the behavioral outcomes associated with their implementation, and the supporting and inhibiting conditions that shape the process at MIN 6 Magetan. Its distinctive contribution lies in interpreting character formation as

an integrated process in which exemplary conduct, religious habituation, motivation, student responsibility, school rules, supervision, and evaluation reinforce one another within the madrasah environment. By examining these dimensions through a qualitative case study, the research seeks to clarify how PAI teachers translate Islamic educational values into sustained patterns of responsible and disciplined behavior among elementary students.

RESEARCH METHOD

This study employed a qualitative approach with a case study design to examine teacher strategies for developing students' responsibility and discipline within their natural madrasah context. The research was conducted at MIN 6 Magetan. Informants consisted of the madrasah principal, two Islamic Religious Education teachers, and two students selected purposively based on their direct involvement and knowledge of character-development activities. The qualitative case study design is appropriate for examining teacher practices, student experiences, and contextual factors within a bounded educational setting (Devi & Kusdarini, 2024).

Data were collected through participant observation, in depth interviews, and documentation. Observation focused on PAI learning, religious habituation, teacher student interaction, school rules, and character-building activities. Interviews addressed teacher strategies, changes in student responsibility and discipline, and supporting and inhibiting conditions. Documentation included photographs of activities and relevant madrasah records. These techniques provide complementary evidence for understanding character formation from behavioral, experiential, and institutional perspectives (Amelia & Dafit, 2023; Aisyah et al., 2024).

Data analysis followed an interactive qualitative model comprising data condensation, data display, and conclusion drawing and verification. Data credibility was established through source and technique triangulation by comparing information obtained from the principal, teachers, students, observations, interviews, and documents. This analytical structure and triangulation approach are consistent with recent Indonesian qualitative case studies of character development and Islamic education (Devi & Kusdarini, 2024; Aisyah et al., 2024).

FINDINGS AND DISCUSSION

Integrated Teacher Strategies for Developing Responsibility and Discipline

The findings indicate that PAI teachers at MIN 6 Magetan employ an integrated set of strategies consisting of exemplary conduct (*uswah hasanah*), religious habituation, advice and motivation, assignment of responsibility, school rules, supervision, and continuous evaluation. These strategies are implemented not only during PAI lessons but also through daily madrasah activities, including congregational prayer, Qur'anic recitation, classroom duties, greeting practices, giving students responsibilities in religious activities, and maintaining cleanliness. The integration of these practices indicates that teachers treat responsibility and discipline as behavioral values that must be repeatedly practiced rather than merely explained. This pattern is consistent with Amelia and Dafit (2023), who found that discipline formation involves planning, teacher modeling, guidance, rules, reinforcement, and routine habituation. It also corresponds with Lubis and Murniyetti (2023), who identified exemplary conduct, habituation, and advice as important PAI teacher strategies. The distinctive contribution of the present study is that these strategies operate as a unified character building system in which religious practice, student responsibility, and school discipline are mutually reinforcing.

Teacher modeling becomes particularly important because students encounter the values of responsibility and discipline directly through teachers' behavior. Punctuality, consistency in carrying out duties, appropriate communication, and adherence to madrasah expectations provide concrete examples that students can observe and imitate. Religious habituation then transforms these examples into repeated student practices, while advice and motivation help students understand why responsible and disciplined behavior matters. This finding is supported by research showing that character development is strengthened when teachers combine modeling with guidance and habitual activities rather than relying on verbal instruction alone. Farid and Aziz (2023) similarly emphasizes the importance of teacher activity in creating classroom conditions that support responsibility, while Datunsolang et al. (2024) demonstrates that PAI teachers can integrate religious habituation with the development of discipline and responsibility. The present study extends these findings by showing that modeling, habituation, and guidance are most effective when maintained consistently across different madrasah activities.

The assignment of responsibility represents another distinctive element of the strategy. Teachers provide students with concrete duties, such as participating in religious activities, completing classroom responsibilities,

maintaining cleanliness, and carrying out assigned tasks. Such assignments create opportunities for students to experience responsibility rather than simply hear explanations about it. The strategy also connects responsibility with discipline because students are expected to complete assigned duties according to agreed procedures and time. This finding is compatible with contemporary character education research emphasizing that responsibility develops through meaningful participation and repeated opportunities to perform obligations. Rather than treating responsibility as an abstract moral concept, the teachers at MIN 6 Magetan translate it into observable tasks within the daily life of the madrasah. The specific contribution of this study is therefore the identification of responsibility-giving as a practical bridge between Islamic values and students' everyday behavioral practice.

Outcomes of Teacher Strategies in Students' Responsibility and Discipline

The implementation of these strategies was associated with positive changes in students' responsibility and discipline. Students increasingly demonstrated responsibility in completing assignments, carrying out classroom duties, maintaining cleanliness, bringing learning materials, and participating in religious activities without continuous reminders. Discipline was reflected in greater compliance with madrasah rules, more consistent attendance and punctuality, and orderly participation in congregational prayer and Qur'anic recitation. These changes indicate that the outcomes of character education were visible in routine behavior rather than being limited to students' verbal understanding of character values. Amelia and Dafit (2023) similarly reported that routine activities, teacher modeling, guidance, rules, and reinforcement can strengthen students' discipline. The findings of Farid and Aziz (2023) also support the importance of teacher activity in developing responsibility through classroom interaction. The present study adds that religious routines provide an additional context in which responsibility and discipline can be practiced simultaneously.

The observed changes also suggest a movement from externally supervised behavior toward greater personal awareness. At the initial stage, students' compliance may depend on teacher reminders and supervision, whereas repeated participation in routines gradually provides opportunities for students to perform obligations more independently. This process is important because discipline that depends entirely on external control remains vulnerable when supervision is removed. Recent research on teacher strategies for discipline

similarly emphasizes the importance of habituation, guidance, rules, and reinforcement in developing students' awareness. At MIN 6 Magetan, these mechanisms are connected to religious meaning, making discipline and responsibility part of students' daily Islamic educational experience. The contribution of the present study is therefore not simply the identification of behavioral improvement but the interpretation of repeated religious and educational routines as a context for developing increasingly self directed responsibility and discipline.

The findings further demonstrate that responsibility and discipline are mutually related rather than independent character dimensions. Students who receive responsibility for completing tasks must also demonstrate discipline in managing time and following agreed procedures, while disciplined participation in madrasah routines creates opportunities for students to practice responsibility. This relationship corresponds with recent research that treats the two values as closely connected components of character development. Firdaus et al. (2024), for example, identify teachers as educators, leaders, mentors, motivators, and evaluators in efforts to develop students' discipline and responsibility. The present study strengthens this perspective by demonstrating how these roles become operational through everyday PAI related activities, school routines, and student assignments. The resulting contribution is an integrated understanding in which responsibility provides the obligation to act, while discipline supports the consistency needed to fulfill that obligation.

Supporting and Inhibiting Factors in Character Formation

The effectiveness of teacher strategies is supported by cooperation among the madrasah principal, teachers, students, and parents, together with an Islamic school culture and adequate facilities. These conditions create consistency between the values communicated by teachers and the behavioral expectations experienced by students in the madrasah. Religious routines, school rules, teacher supervision, and parental communication reinforce one another and reduce the possibility that character education becomes limited to individual classroom practices. Amelia and Dafit (2023) similarly identified principal control, parental support, teacher involvement, and student awareness as important supporting factors in discipline development. Wulandari et al. (2024) also emphasizes the importance of connecting Islamic values with broader character education within elementary school contexts. The present study contributes a contextual perspective by showing that institutional support

becomes meaningful when it is translated into consistent daily practices by teachers and other members of the madrasah community.

At the same time, several conditions constrain the consistency of character formation. Differences in students' individual characteristics, limited parental support, peer environment influences, uncontrolled gadget use, and low awareness among some students can weaken the continuity between madrasah expectations and students' behavior outside school. These obstacles demonstrate that teacher strategies cannot be understood independently from students' broader social environment. Recent research on character education likewise identifies family and environmental factors as important conditions influencing students' discipline and moral development. The study by Amelia and Dafit (2023) specifically identifies family and environmental factors as inhibiting conditions, while contemporary research on digital influences highlights the growing challenge posed by students' interaction with digital media. The present findings extend these perspectives by showing that teachers respond through personal guidance, communication with parents, continued habituation, and consistent supervision rather than abandoning the character-building program.

The role of parental cooperation is particularly important because the character values promoted at school must continue to be reinforced beyond the madrasah environment. Communication between teachers and parents provides a mechanism for sharing information about students' behavior and maintaining compatible expectations concerning responsibility, discipline, religious practice, and daily routines. However, variations in family supervision mean that students do not always receive the same level of reinforcement at home. This finding supports research emphasizing that character development requires interaction between school culture and family involvement rather than relying exclusively on teachers. Wulandari et al. (2024) similarly highlights the integration of Islamic values with broader character education, while Amelia and Dafit (2023) identifies parental support as an important factor in discipline formation. The specific contribution of the present study is the recognition of school family communication as a practical mechanism for extending the continuity of character formation beyond the madrasah.

Overall, the findings indicate that the success of PAI teacher strategies depends on the interaction between instructional practices, religious habituation, institutional culture, family cooperation, and students' individual conditions. The teacher remains the central actor in coordinating these elements, but the

teacher's influence is strengthened when the madrasah and family communicate consistent expectations. Conversely, external influences such as peer relationships and uncontrolled gadget use require teachers to combine supervision with personal guidance and continued habituation. This interpretation is consistent with recent studies showing that character development requires coordinated school practices, teacher involvement, family support, and attention to environmental challenges. The distinctive contribution of the present study lies in demonstrating that responsibility and discipline at MIN 6 Magetan are formed through a sustained ecological process rather than through a single instructional strategy.

CONCLUSION

This study concludes that PAI teachers at MIN 6 Magetan develop students' responsibility and discipline through the integrated use of exemplary conduct, religious habituation, advice and motivation, assignment of responsibility, school rules, supervision, and continuous evaluation. Theoretically, the findings extend character education perspectives by showing that responsibility and discipline are strengthened when Islamic learning is consistently connected with repeated behavioral practice and coordinated teacher guidance. Practically, the study indicates that sustained character formation requires cooperation among teachers, madrasah leadership, and parents, supported by an Islamic school culture and responsive strategies for addressing differences in students' characteristics and external influences. The study is limited to a single madrasah and a small number of informants, which limits transferability to other educational settings. Future research should compare several madrasahs to examine how differences in school culture, parental involvement, and students' digital environments affect the implementation of PAI teacher strategies for responsibility and discipline.

REFERENCES

- Aisyah, A., Saona, S., & Sadaat, S. H. (2024). Implementation of authentic assessment of Islamic Religious Education in the Merdeka Curriculum: Qualitative studies in the cognitive, affective, and psychomotor domains in vocational high schools. *Jurnal Pendidikan Indonesia*, 5(4).
- Amelia, N., & Dafit, F. (2023). Strategi guru dalam menanamkan karakter disiplin siswa sekolah dasar. *Jurnal Ilmiah Pendidikan dan Pembelajaran*, 7(1), 142–149. <https://doi.org/10.23887/jipp.v7i1.59956>
- Datunsolang, R., Anwar, H., & Tohopi, R. (2024). Strategi guru Pendidikan Agama Islam dalam membentuk karakter peserta didik di SMA Negeri 1

- Bone. *Pekerti: Journal Pendidikan Islam dan Budi Pekerti*, 6(2), 57–69.
<https://doi.org/10.58194/pekerti.v6i2.4558>
- Devi, A. N., & Kusdarini, E. (2024). Hambatan dan upaya guru Pendidikan Pancasila dalam penanaman karakter melalui Kurikulum Merdeka di SMP Negeri 1 Banguntapan Bantul. *AGORA*, 13(4).
- Farid, F., & Aziz, R. (2023). Pengembangan karakter tanggung jawab siswa melalui penguatan aktivitas guru di dalam kelas. *Jurnal Pendidikan Karakter*, 14(2). <https://doi.org/10.21831/jpka.v14i2.57985>
- Firdaus, A., Khaira, I. L., Zulfikar, A., & Gusmaneli. (2024). Upaya pembentukan karakter disiplin dan tanggung jawab siswa. *Garuda: Garba Rujukan Digital*.
- Lestari, P., & Mahrus, M. (2025). Peran guru dalam pendidikan karakter untuk membentuk tanggung jawab dan disiplin siswa sekolah dasar. *Journal of Nusantara Education*, 4(2). <https://doi.org/10.57176/jn.v4i2.137>
- Lubis, N. A., & Murniyetti, M. (2023). Strategi guru PAI dalam membentuk karakter religius siswa. *An-Nuha: Jurnal Pendidikan Islam*, 3(2), 274–284.
<https://doi.org/10.24036/annuha.v3i2.305>
- Wulandari, E. D., Lestari, R. D., & Faaiah, Y. N. (2024). Sinergi profil pendidikan Pancasila dan nilai Islam di sekolah dasar. *Jurnal Pendidikan Islam*, 1(4), 14.
<https://doi.org/10.47134/pjpi.v1i4.760>
- Zaenudin, M., Na'imah, F. U., & Kholis, M. M. N. (2023). Strategi guru PAI dalam membentuk pendidikan karakter siswa di MTsN 2 Cianjur. *FATAWA: Jurnal Pendidikan Agama Islam*, 4(1).
<https://doi.org/10.37812/fatawa.v4i1.1527>