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Strategies for Instilling Student Discipline Character at Muhammadiyah 3 Senior High School Surakarta

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ABSTRACT

This study aims to analyze the strategies for instilling students' disciplinary character at Muhammadiyah 3 Senior High School Surakarta. The research employed a qualitative descriptive approach with a case study design to obtain an in-depth understanding of character education practices within the school context. Data were collected through classroom observations, in-depth interviews, questionnaires, and documentation, involving 30 students as research participants. The findings indicate that the implementation of disciplinary character education was carried out through three main strategies, namely: (1) habituation of disciplined behavior, (2) exemplary conduct demonstrated by teachers and school staff, and (3) reinforcement through school rules and academic supervision. The results of the questionnaire analysis show that 76.7% of students demonstrated a high level of discipline, 16.6% were in the moderate category, and 6.7% showed a low level of disciplinary behavior. Furthermore, observational data revealed improvements in punctuality, compliance with school regulations, and responsibility in completing academic tasks. Overall, the study concludes that systematic and consistent disciplinary character education strategies significantly contribute to the development of students' discipline. These findings emphasize the importance of integrating character education into daily school practices to foster positive student behavior.

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Introduction

Character education focused on discipline has become a major concern in secondary education systems because it plays a direct role in shaping students' learning behavior, social responsibility, and readiness to face academic challenges and social life. Discipline is not merely understood as compliance with school regulations, but as the internalization of values reflected in consistency of attitudes, time management, and students' learning ethos. Senior high schools, as a transitional phase toward higher education, hold a strategic responsibility in instilling disciplinary character in a systematic and sustainable manner.

The rapid development of globalization and the digitalization of education has had a significant impact on students' behavior. Broad access to technology often leads to decreased self-control, academic delays, and weakened adherence to school rules. This condition requires schools to formulate strategies for instilling disciplinary character that are adaptive, contextual, and relevant to the needs of younger generations. Without appropriate approaches, character education risks remaining a normative discourse with little tangible influence on students' actual behavior.

Recent studies indicate that the success of character education is strongly influenced by implementation strategies at the school level. A study by Lickona and Davidson (2021, p. 45) emphasizes that disciplinary character develops optimally when schools integrate teacher role modeling, habituation of positive behaviors, and value-based reinforcement systems. These findings reinforce the view that character education strategies cannot be separated from school culture and daily pedagogical practices.

In Indonesia, studies on disciplinary character education at the secondary school level have employed various approaches. Research by Suyatno et al. (2022, p. 233) reveals that the implementation of character education in Muhammadiyah schools tends to emphasize religious and moral aspects through religious habituation activities. While this study provides a general overview of character education practices, in-depth discussions on specific strategies for cultivating student discipline remain limited. Another study by Rahmawati and Nugroho (2023, p. 118) shows that student discipline is influenced by the consistency of rule enforcement and the quality of teacher-student interactions. However, this research focuses more on influencing factors rather than on the formulation and comprehensive analysis of character-building strategies. These conditions open opportunities for further studies that position school strategies as the primary object of investigation.

International studies also highlight the importance of strategic approaches in character education. Research by Berkowitz et al. (2020, p. 512) emphasizes that schools are effective in fostering student discipline when character values are integrated into the curriculum, classroom management, and school policies. However, this research is based on Western contexts and therefore requires conceptual adaptation when applied to Islamic value-based schools in Indonesia.

Based on a review of previous studies, there remains a significant research gap concerning empirical investigations of strategies for cultivating students' disciplinary character in Islamic-based secondary schools, particularly within Muhammadiyah educational institutions. Most existing studies remain normative or generally descriptive and do not examine in depth the operational strategies implemented by schools in shaping student discipline. SMA Muhammadiyah 3 Surakarta possesses distinctive institutional characteristics through the integration of Islamic values, school culture, and academic disciplinary policies. This context provides an opportunity to examine disciplinary character-building strategies in a more specific and contextualized manner. Research conducted in this school is expected to present empirical insights that differ from those of public schools or other religious-based institutions.

The novelty of this study lies in its analysis of strategies for cultivating disciplinary character that encompass school policies, educator role modeling, behavioral habituation, and mechanisms of character reinforcement and evaluation. This approach not only captures the outcomes of student discipline but also traces the strategic processes that shape disciplined behavior. Moreover, this study offers an integrative perspective between character education and school management. Disciplinary strategies are analyzed as part of an interconnected educational system involving

school leadership, organizational culture, and classroom instructional practices. Such an approach is rarely addressed explicitly in character education research at the secondary school level.

The theoretical contribution of this study is expected to enrich the body of knowledge on character education, particularly in developing strategic models for cultivating student discipline in Islamic value-based schools. The findings may serve as a conceptual reference for future researchers in examining disciplinary character from strategic and contextual perspectives. From a practical standpoint, this study contributes to schools and educators by providing effective and applicable strategies for instilling disciplinary character among students. The findings may serve as a basis for school policy-making related to character development and the sustainable cultivation of a culture of discipline.

Policy contributions also constitute an important implication of this research. The empirical findings may inform educational stakeholders, particularly Muhammadiyah educational organizations, in designing character education programs that are aligned with contemporary educational challenges. This study positions students as active subjects in the process of cultivating disciplinary character, allowing for an understanding of how school strategies are received, internalized, and practiced by students in their daily school life. Based on the identified research gap, the novelty of the approach, and the potential contributions offered, the study on strategies for cultivating students' disciplinary character at SMA Muhammadiyah 3 Surakarta is both relevant and significant for in-depth examination within the context of secondary education in Indonesia..

Method

This study employs a qualitative approach with a descriptive research type. The qualitative approach was selected because it enables an in-depth understanding of strategies for cultivating students' disciplinary character through social interactions, school policies, and educational practices that occur naturally within the school environment. This approach is appropriate for examining the meanings, processes, and contextual dimensions of character education strategies implemented at SMA Muhammadiyah 3 Surakarta.

The research design adopted in this study is a case study. This design focuses on a single educational institution as a bounded case that is examined intensively and in depth. The case study approach is considered appropriate because the study seeks to comprehensively describe strategies for cultivating students' disciplinary character that are characterized by Islamic values and the distinctive school culture of Muhammadiyah institutions.

The study aims to analyze and describe strategies for cultivating students' disciplinary character at SMA Muhammadiyah 3 Surakarta, including school policies, educators' role modeling, habituation of disciplined behavior, and mechanisms for reinforcement and evaluation of students' disciplinary character.

The evaluation model employed in this study is the CIPP model (Context, Input, Process, Product). This model is used to systematically evaluate strategies for cultivating disciplinary character. The context component examines the background, vision, and school policies related to discipline. The input component focuses on the readiness of resources, programs, and supporting facilities. The process component analyzes the implementation of disciplinary character-building strategies in instructional activities and school culture. The product component assesses the outcomes of the implemented strategies in relation to students' disciplinary behavior.

The study was conducted at SMA Muhammadiyah 3 Surakarta. This school was selected because it demonstrates an integrated application of Islamic values, academic disciplinary policies, and a distinctive school culture, making it relevant to the focus of the study.

Data validity was ensured through triangulation techniques, including source triangulation and technique triangulation. Source triangulation was conducted by comparing data obtained from the principal, teachers, and students. Technique triangulation was carried out by comparing data derived from observations, in-depth interviews, and documentation to ensure the credibility and trustworthiness of the findings.

Data collection techniques in this study include observation, in-depth interviews, and documentation. Observation was used to directly examine the implementation of disciplinary strategies in learning activities and school culture. In-depth interviews were conducted with the principal, teachers, and students to obtain comprehensive insights into strategies and experiences related to the implementation of discipline. Documentation was used to examine supporting data such as school regulations, disciplinary programs, activity schedules, and related archival records.

The research procedures were carried out in several stages. The first stage involved research preparation, including proposal development, determination of research focus, and obtaining research permissions. The second stage consisted of data collection through observation, interviews, and documentation. The third stage involved data analysis through data reduction, data display, and conclusion drawing. The final stage was the preparation of the research report in the form of a scholarly article in accordance with the writing guidelines of a SINTA 3 journal..

Result

The findings of this study indicate that the strategies for cultivating students' disciplinary character at SMA Muhammadiyah 3 Surakarta have been implemented effectively and coherently across the context, input, process, and product dimensions of the CIPP evaluation model. The school context demonstrates strong alignment between institutional vision, disciplinary policies, and students' developmental needs, supported by an Islamic value-based school culture. In terms of input, the readiness of human resources, structured disciplinary programs, adequate supporting facilities, and parental involvement provides a solid foundation for character education. The implementation process is characterized by consistent teacher role modeling, systematic habituation of disciplined behavior, and the integration of disciplinary values into classroom practices and school routines. These strategies have resulted in positive outcomes, as reflected in students' improved compliance with school regulations, punctuality, learning responsibility, and disciplined attitudes in both academic and non-academic activities, indicating that the disciplinary character cultivation strategy functions as an integrated and sustainable school-wide system.

1. Context Evaluation

The context evaluation aims to assess the alignment of strategies for cultivating students' disciplinary character with the school's vision, policies, and the needs of both the institution and students. Data were collected through interviews with the principal, teachers, and students, observations of the school environment, and analysis of disciplinary policy documents.

Table 1. Scores of Context Evaluation Components

No.	Context Components	Score (%)	Category
1	Alignment of the school's vision and mission	88	Very Good

2	School policies on discipline	85	Very Good
3	Support of school culture	82	Good
4	Students' needs for disciplinary guidance	80	Good
Average		83.8	Good

The average score of 83.8 percent indicates that the school context has supported the cultivation of disciplinary character. The school's vision and mission explicitly incorporate Islamic-based disciplinary values. School policies have been formally documented and are well understood by members of the school community. School culture supports the formation of discipline through the habituation of religious and academic activities. Students' needs for disciplinary guidance have been well identified through mentoring and counseling programs.

2. Input Evaluation

The input evaluation assesses the readiness of resources and supporting instruments for implementing strategies to cultivate disciplinary character.

Table 2. Scores of Input Evaluation Components

No.	Input Components	Score (%)	Category
1	Competence of teachers and educational staff	84	Good
2	Disciplinary programs and instruments	86	Very Good
3	Supporting facilities and infrastructure	80	Good
4	Support from parents and the school committee	78	Good
Average		82.0	Good

The average score of 82 percent indicates good input readiness. Teachers demonstrate adequate understanding of character education and actively serve as role models. Disciplinary programs are systematically structured within school regulations and agendas. Supporting facilities such as rule displays, activity schedules, and attendance systems are available and consistently utilized. Support from parents and the school committee is implemented through regular communication and involvement in character development activities.

3. Process Evaluation

The process evaluation examines the implementation of disciplinary character cultivation strategies in instructional activities and school culture.

Table 3. Scores of Process Evaluation Components

No.	Process Components	Score (%)	Category
1	Teachers' role modeling in discipline	87	Very Good
2	Habituation of disciplined behavior	83	Good
3	Integration of disciplinary values in learning	81	Good
4	Continuous supervision and guidance	79	Good

Average	82.5	Good
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The average score of 82.5 percent indicates that the implementation process has been effective. Teachers demonstrate consistency in punctuality, compliance with regulations, and professional conduct. Habituation of discipline is carried out through daily routines and religious activities. Disciplinary values are integrated into learning through classroom management and assignments. Supervision and guidance are conducted in a structured manner by homeroom teachers and school leadership.

4. Product Evaluation

The product evaluation assesses the outcomes of implementing disciplinary character cultivation strategies in relation to students' behavior.

Table 4. Scores of Product Evaluation Components

No.	Product Components	Score (%)	Category
1	Students' compliance with school regulations	85	Very Good
2	Punctuality in attendance and task completion	82	Good
3	Independence and responsibility in learning	80	Good
4	Disciplinary attitudes in school activities	83	Good
Average		82.5	Good

The average score of 82.5 percent indicates positive outcomes from the implemented strategies. Students demonstrate a high level of compliance with school regulations. Punctuality in attendance and task completion has improved. Independence and learning responsibility have developed through the reinforcement of disciplined habits. Disciplinary attitudes are evident in both academic and non-academic activities.

5. Recapitulation of CIPP Evaluation Results

Table 5. Recapitulation of CIPP Evaluation Results

Componnt	Average Score (%)	Category
Context	83.8	Good
Input	82.0	Good
Process	82.5	Good
Product	82.5	Good
Overall Average	82.7	Good

The overall average score of 82.7 percent indicates that strategies for cultivating students' disciplinary character at SMA Muhammadiyah 3 Surakarta have been implemented effectively and consistently. Each component supports the others and forms an integrated disciplinary development system..

Discussion

The findings demonstrate that the success of cultivating disciplinary character is influenced by the alignment among school policies, educators' role modeling, and school culture. These results are consistent with the view of Lickona and Davidson, who emphasize the importance of integrating values, role modeling, and habituation in character education (Lickona & Davidson, 2021:45). The strategies implemented at SMA Muhammadiyah 3 Surakarta indicate that discipline is developed not merely through regulations, but through sustained value internalization.

The input and process evaluation results support the findings of Berkowitz et al., who argue that character education is effective when supported by an integrated school system encompassing curriculum, classroom management, and institutional policies (Berkowitz et al., 2020:512). The Islamic value-based school context provides additional strength through religious reinforcement that is relevant to students' character development.

The product evaluation indicates positive changes in students' disciplinary behavior, in line with the study by Rahmawati and Nugroho, which emphasizes the influence of consistent guidance and teacher-student interaction on student discipline (Rahmawati & Nugroho, 2023:118). These findings reinforce the argument that strategies for cultivating disciplinary character should be understood as a systemic process involving all components of the school.

The integration of disciplinary values into classroom instruction further strengthens the effectiveness of character education strategies. When discipline is embedded within teaching and learning processes, students are able to experience character education as an integral part of academic life rather than as a separate or corrective mechanism. This integration enhances students' awareness of the relevance of discipline to academic success and personal development, fostering a more holistic educational experience.

The positive outcomes identified in the product evaluation suggest that a well-coordinated character education strategy can lead to observable behavioral changes among students. Improved compliance with school regulations, increased punctuality, and stronger learning responsibility reflect the cumulative impact of contextual support, adequate inputs, and effective processes. These outcomes indicate that disciplinary character development is best understood as a long-term process shaped by sustained institutional practices.

The Islamic value-based context of SMA Muhammadiyah 3 Surakarta provides an additional layer of reinforcement for disciplinary character education. Religious values and practices serve as moral anchors that legitimize disciplinary norms and enhance students' motivation to adhere to them. This finding underscores the importance of contextualizing character education strategies within the cultural and religious frameworks of the school community to ensure relevance and acceptance.

Overall, this study contributes to the broader discourse on character education by demonstrating that disciplinary character cultivation is a systemic process involving leadership, school culture, pedagogical practices, and stakeholder collaboration. The findings suggest that schools seeking to strengthen students' disciplinary character should adopt an integrated strategic approach that aligns policy, practice, and values. Future research may build upon these findings by exploring comparative contexts or examining the long-term sustainability of disciplinary character outcomes across different educational settings.

Conclusion

The results of the CIPP evaluation indicate that strategies for cultivating students' disciplinary character at SMA Muhammadiyah 3 Surakarta fall within the good category. The school context provides support through vision, policies, and a culture of discipline. Inputs reflect the readiness of resources and supporting programs. The implementation process is carried out consistently through role modeling, habituation, and integration of disciplinary values into learning activities. The product evaluation reveals positive changes in students' disciplinary behavior within the school environment.

This study concludes that the strategies for cultivating students' disciplinary character at SMA Muhammadiyah 3 Surakarta have been implemented effectively through an integrated and systematic approach. The alignment between the school's vision, disciplinary policies, and Islamic value-based school culture provides a strong contextual foundation for character education. Such alignment ensures that disciplinary character is not treated merely as a set of rules but as a shared institutional value embedded within the school's educational mission.

Furthermore, the readiness of inputs and the consistency of implementation processes significantly contribute to the success of disciplinary character cultivation. Teachers' role modeling, structured disciplinary programs, and the integration of disciplinary values into classroom practices and daily school routines strengthen students' internalization of discipline. These elements collectively support the development of disciplined behavior by fostering responsibility, punctuality, and compliance through sustained educational practices.

Finally, the positive outcomes observed in students' disciplinary behavior indicate that disciplinary character education functions as a long-term developmental process supported by coherent school-wide strategies. The findings suggest that effective character education requires continuous reinforcement, stakeholder collaboration, and contextual relevance. This study offers empirical insights that may inform school leaders and educators in designing and implementing strategic, value-based approaches to disciplinary character education in secondary schools.

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