

## Exploring Student Discipline in Private Madrasah Aliyah: Insights, Strategies and Challenges

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**ABSTRACT.** This article aims to describe the insights, challenges, and student discipline strategies implemented by the deputy head of the madrasah to make it even better. This research uses qualitative research with a grounded theory approach. Data collection was carried out using interviews, observation, and documentation. Data analysis includes data reduction, data presentation, and conclusion. Data validity is guaranteed through credibility, transferability, dependability, and confirmability. The research results show that: 1) a Description of student discipline mainly focusing on punctuality and dressing, 2) the strategy of the deputy head of the madrasah in instilling the value of discipline in students, including providing examples, habituation, giving advice, and giving sanctions, 3) the challenges faced by the deputy head of the madrasah in instilling the values of discipline student including students' lack of self-awareness and the influence of the external environment. The research implication is that the deputy head of the madrasah is essential in instilling disciplinary values, ultimately positively impacting student achievement and overall school success.

**Keywords:** *challenges, insights, strategies, student discipline*

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## INTRODUCTION

Discipline is fundamental for the implementation of educational goals in various aspects of life, both individually and collectively (Senge, 2014; Amirzan et al., 2021; Moreno Pires et al., 2022). In the school environment, discipline is essential, and it is the key to creating a conducive atmosphere that can support the learning process optimally (Dörnyei & Muir, 2019; Osman, 2012; Rahmawati et al., 2023). However, the reality on the ground shows that student discipline in several schools currently needs to be more conducive (Bear, 2010; Gregory et al., 2010; Cornell & Huang, 2016). It means that many disciplinary problems still occur in schools today. When compared with the education system in developed countries, Indonesia still needs to be more disciplined; one example is the education system in Japan (Peak, 2023). In fact, students in Japan are required to adhere to strict rules and regulations such as wearing clothes, being punctual, and maintaining a respectful attitude towards teachers. Teachers hold positions of authority and are highly respected as mentors (Butler & Cuenca, 2012; McIntyre & Hagger, 2013; Izadinia, 2016; Badawi, 2024). Let's compare the level of student discipline in Indonesia. It still needs to improve, such as not being punctual, not wearing clothes according to the rules, and not respecting teachers.

Instilling disciplinary values in schools should not only provide good and bad knowledge and examples but also be able to apply them in everyday life (De Klerk & Rens, 2003; Sari & Akhwani,

2021; Mazrur et al., 2023). Forming a disciplined attitude in students is certainly a challenging thing to do. It has been proven that up to now, there is still much-undisciplined behavior carried out by students inside and outside the school environment, such as truancy, smoking, not doing assignments, and throwing rubbish carelessly, which are things that cannot be avoided. From the results of Stanford University research, it was concluded that success is determined by 87.5% of attitudes, and only 12.5% is determined by a person's academic abilities (Mardiyansyah & Senda, 2011). In addition, the results of the same research at the Carnegie Institute of Technology show that of 10,000 successful people, 85% of their success was due to personality factors and 15% due to technical factors. Albert Edward Wiggam stated that of the 4,000 people who lost their jobs, 400 (10%) were due to technical skills, while 3,600 (90%) were due to personality factors (Mansur, 2014). Thus, the results of this study state that the main factors in a person's success and failure are the person's personality and attitude. Apart from that, in instilling the value of discipline in students, a leader's strategy is needed to guide educational institutions.

The role of leaders in educational institutions is very important in forming discipline because an effective leader must have a strategy for taking action by guiding all human resources in educational institutions (Van Wyk & Pelser, 2014; Rohyani et al., 2021; Turnadi et al., 2021). Currently, many problems occur among students, especially in terms of discipline (Dupper, 2010; Ching & Jaffri, 2015). It can be seen from the lack of student discipline, lack of empathy for fellow students, students who say bad words, and lack of respect for teachers. So, coaching strategy The deputy head of the madrasa has a very important role in the world of education today because of the increasing challenges of change. Apart from that, the main task of the deputy principal in charge of student management is to assist the principal in carrying out various activities in the field of student management so that learning activities at school run smoothly, orderly, and orderly (Weller & Weller, 2002). Coaching can be a powerful tool for school change and transformation (Tschannen-Moran & Tschannen-Moran, 2010; Wise & Jacobo, 2010; Aguilar, 2013; Terblanche, 2022). This coaching is also expected to help someone resolve the problems and difficulties they may encounter when using new methods in carrying out their duties so that they can operate effectively and efficiently to achieve optimal results (Wise et al., 2010).

Furthermore, there is previous research conducted by Pamuji and Mulyadi (2024), the research results conclude that the role of the madrasa head in improving student learning discipline is by providing examples, guidance, invitations, and warnings to all groups. Next, prepare, mobilize, and socialize laws and regulations, as well as evaluate and monitor the implementation of student discipline. In the second research conducted by Wafi (2017), the research results conclude that school principals have several strategies to improve their students' culture of discipline, namely by providing good examples so that they can be imitated. Apart from that, there are various opportunities to always comply with the rules and regulations that apply at school, work together with teachers to monitor students, and then provide additional activities with the aim of instilling discipline in each student. In the third research conducted by Kurniasih and Wijaya (2019), the conclusion from the research results was the role of the principal in improving student discipline using the principal's competencies, namely supervisory, managerial, social, and entrepreneurial competencies. Based on the previous research above, this research is different from what the researcher conducted; the research location that the researcher chose has never been studied by previous research, so the problems that occur at that location are different from previously existing locations. Therefore, this research aims to describe the insights, challenges, and student discipline strategies implemented by the deputy head of the madrasah to make it even better.

Various mistakes are a significant source of failure in instilling religious values in students. First, the principal, deputy principal, and teachers need to provide better examples to their students. Second, there is no strict supervision of the implementation of discipline in madrasahs. Third, the influence of the environment around students (Darmadi, 2007). In an educational process, success will only be achieved with the discipline of students and the community in the madrasah.

Unfortunately, many trees of discipline for students have fallen in our madrasahs. It happens because of the need for more role models among educators and education staff, as well as school principals, and on the other hand, because of the fragility of madrasah regulations. The misconception that exists in madrasahs is that education is only intended for students, even though the object of education is all members of the madrasah community because everyone in the madrasah community can influence each other. It is time for schools in Indonesia to uphold discipline. By prioritizing discipline, Indonesia's human resources will be increasingly qualified and able to compete with other countries. In 2016, Indonesia joined the ASEAN Economic Community (AEC), which means that Indonesian people cannot relax or be lazy because discipline is needed to be successful.

Al-Washliyah 22 Tembung Private Islamic High School (MAS Al-Washliyah) is a formal educational institution that is oriented towards religious and general education, meaning that the learning activities carried out at this madrasah focus on religious education, which is integrated with general education. Like educational institutions in general, they must have a profile or general description of the school so that by looking at the profile, we already know the condition of the madrasah. The presence of this school certainly gives hope to the local community to educate their children to have a religious character. Apart from that, the values of discipline in Islam are highly upheld in this school institution.

In the research that the author conducted, several aspects were needed to embrace disciplinary values fully. Based on the researchers' findings, school regulations require students to arrive before 07.00, but there are still students who arrive late. Some students ask permission to go to the restroom during lessons but instead go to the canteen. On Monday mornings and ceremonies, some students use incomplete attributes, and there are still students who need more discipline in dressing neatly even though there are rules. This challenge is faced by educational institutions, including MAS Al-Washliyah 22 Tembung. Therefore, this research aims to describe the insights, challenges, and disciplinary strategies of students at MAS Al-Washliyah 22 Tembung, which are implemented by the deputy head of the madrasah to make it even better.

## **METHOD**

This research was conducted at MAS Al-Washliyah 22 Tembung. The type of research used is qualitative research, which aims to understand phenomena in their natural settings and contexts, where the researcher does not attempt to manipulate the observed phenomena (Sarosa, 2012). The research approach used is a grounded theory approach, which aims to develop a theory of interconnected interactions, actions, or processes based on informant data (Creswell, 2014). In essence, this research is to describe the insights, challenges, and disciplinary strategies of students at MAS Al-Washliyah 22 Tembung, which are implemented by the deputy head of the madrasah to make it even better. The subjects in this research were the head of the madrasah, the deputy head of the school for student affairs, and the guidance and counseling teacher. The researcher has contacted the school through PPL III activities to ask for permission to conduct research at this madrasah so that the school allows the researcher to conduct research. Furthermore, the researcher has not contacted the participant to ask for permission to conduct an interview, and after receiving permission, the researcher will ask the participant for free time to conduct an interview regarding the insights, challenges, and disciplinary strategies of students at MAS Al-Washliyah 22 Tembung, which the deputy head of the madrasah will carry out.

Data collection techniques in this research include observation interviews and documentation. The interview used is a structured interview where the researcher knows exactly what information will be obtained. The interviews conducted contained several indicators, including a description of student discipline, the strategies used by the deputy head of the madrasah, and the challenges faced by the deputy head of the madrasah in instilling the value of discipline in students. Researchers

prepare research instruments in the form of questions (Sugiyono, 2008). Observation is the process of the researcher directly observing the condition of the object being studied and what strategies the deputy head of the madrasah uses; the researcher wants to know the behavior of the source of observation who plays a role and basically observes and listens (Moleong, 2013). Apart from documentation, the documents collected include the school's vision and mission, school organizational structure, applicable rules and regulations, records of problematic students, and data on educational staff.

Data analysis in this research follows the Milles Huberman model, which consists of three stages: data reduction, data presentation, and conclusion. The validity of the data in this research, as stated by Lincoln et al (2011), consists of four stages, namely credibility, transferability, dependability, and confirmability. Credibility, cross-checking, and triangulating informants to prove whether the data collected is reliable and correct. Transferability, efforts are made so that readers of research reports get a clear picture of how the research results can be applied or generalized. Dependability means that researchers are consistent in the research process, whose activities are reviewed by paying attention to the data obtained and considering the suitability and trustworthiness of existing data. Confirmability is achieved by adjusting research findings with the data obtained. If the data processed is correct and the results of the research data are related to the research, of course, the research findings can meet the requirements so that the quality of the data can be accounted for (Salim & Syahrurum, 2012).

## RESULT AND DISCUSSION

### Result

#### *Description of Student Discipline*

To strengthen student discipline and responsibility, teachers only sometimes need to mention rules and punishments if students break them. On the other hand, it can be done in stages, starting with greetings, warnings, and instructions to the deputy principal for student affairs to report to parents if their child violates the rules at the madrasah. One way to help foster discipline is to view every new opportunity as an enjoyable life experience, complete tasks more quickly and efficiently to avoid mental breakdowns, and cultivate the habit of planning for the future by letting go of the past (Mustari, 2014). As stated by the principal of MAS Al-Washliyah 22 Tembung: *"Discipline in this madrasa is very important, especially in terms of time. I always maximize my time in doing my tasks so that the time used is effective and has a significant influence on my performance. Discipline will grow in each student through habituation by accustoming students to certain practices at the madrasa, such as arriving on time, not being late, wearing uniforms according to madrasa rules, and cultivating the habit of dressing neatly."*

Based on the results of the interview, it can be concluded that discipline is the fruit of habit and must be applied in everyday life both in the madrasah environment and the external environment. It is in line with what was expressed by the Deputy Principal for Student Affairs: *"In my opinion, discipline in this madrasah is very important because discipline is an attitude of obedience to the rules and regulations in this madrasah, which must be carried out and applied in everyday life. This madrasah instills religious values through habits such as smiling, greeting and saluting, maintaining cleanliness and health by keeping the classroom clean and throwing rubbish in designated trash cans in front of the class, reciting prayers before studying, and being honest."* A similar thing was also expressed by a guidance and counseling teacher who said: *"Discipline is very important because discipline can form activities to improve and shape student behavior."*

From the statements of the principal, deputy principal for student affairs, and teachers above, it can be concluded that discipline in madrasahs is very important because, without discipline, the rules, regulations, and other activities will not be effective and will not be implemented. As stated by the principal, the most important discipline is time discipline because if students are late, it will disrupt learning activities. Furthermore, the Deputy Principal for Student Affairs stated that

discipline includes instilling religious values through habits such as smiling, greeting, and saluting, maintaining cleanliness and health by keeping the classroom clean, and throwing rubbish in the designated rubbish bin in front of the class. Respectively, read a prayer before studying, and be honest.

#### *Strategy of the Deputy Head of Madrasah*

Strategy is a plan that is determined and formulated as a desired goal and direction. As a leader who helps the madrasa head in developing students, having a strategy for carrying out his responsibilities and duties is very important. With the right strategy in carrying out their duties and responsibilities, the expected results will be achieved. The coaching strategy implemented by the deputy principal for student affairs is to provide a good example to students. Leading by example is when teachers and education staff show good behavior, becoming role models for students (Fairman & Mackenzie, 2015; Collinson, 2016; Kouzes & Posner, 2024). As stated by the Deputy Principal for Student Affairs at MAS Al-Washliyah 22 Tembung: *"In terms of setting an example, I always arrive on time, maintain personal dignity by speaking well, and show good behavior in everyday life so that students will automatically emulate these attitudes and actions."*

Based on the results of the interview, one strategy is to start by applying discipline and giving an example to students. It is in line with what was conveyed by the Principal of MAS Al-Washliyah 22 Tembung: *"As a leader, I always emphasize to teachers the importance of being a role model for their students. I never come late, and I always arrive at school at 06.30 or earlier than the teacher."* A similar thing was also expressed by a guidance and counseling teacher who stated: *"The deputy head of the madrasah is disciplined, firm, neat, and always present every day, arriving on time."* Based on the results of the interview above, the strategy used is to provide a good example to students, both within the school environment and outside the school environment, by maintaining good behavior, speech, and behavior. It encourages students to imitate and follow them, whether advised by parents or teachers.

Apart from providing good role models and examples to students, it is necessary to instill habits to form individuals with noble character. As stated by the Deputy Principal for Student Affairs at MAS Al-Washliyah 22 Tembung: *"The habits that I instill in students include dressing neatly, styling their hair, class order, and cleanliness inside and outside the classroom. Students will become disciplined as time passes, although not all are ready to accept it."* Based on the interview results, it can be concluded that by cultivating good habits, students will behave well. Conversely, if negative habits are fostered, students may exhibit undesirable behavior. It is in line with what was conveyed by the Principal of MAS Al-Washliyah 22 Tembung School: *"We encourage students to greet each other when entering school and recite prayers before and after lessons to get used to these small actions. I am sure this will help build their character."* A similar thing was also expressed by a guidance and counseling teacher who said: *"By instilling school rules in students such as keeping the classroom clean and dressing neatly."* Based on the interview above, it can be concluded that habituation is an effective approach because habituation carried out continuously will ultimately instill awareness in students to carry out habitual activities in everyday life.

Additionally, providing advice is another strategy. By advising students to do good deeds, it is hoped that they will be motivated and encouraged to apply them in their daily lives. As stated by the Deputy Principal for Student Affairs at MAS Al-Washliyah 22 Tembung: *"I advise by addressing students directly if they make mistakes such as using dirty words or dressing untidily, advising them gently without hurting their feelings."* Based on the interview results, it can be concluded that giving gentle advice can encourage students to behave disciplined. It is in line with what was conveyed by the Principal of MAS Al-Washliyah 22 Tembung School: *"By advising students when they make mistakes that are not in line with Islamic views, the aim is that students can refrain from behaving in a disgraceful manner."* In line with what the guidance and counseling teacher expressed: *"By reprimanding students if they make mistakes such as not looking neat or leaving class during class time."* Based on the interview results, it can be concluded

that if students can see exemplary behavior, they can hear what needs to be done when giving advice. However, it is important to remember that giving gentle advice is very important so students can accept it and internalize discipline, ultimately forming good moral character (Asnafyah, 2020; Wiguna et al., 2023).

Apart from that, giving punishment is another approach, but this punishment should only be given to students who make mistakes. As stated by the Deputy Principal for Student Affairs at MAS Al-Washliyah 22 Tembung: *"Punishments that educate students must be given. Usually, we give assignments such as watering the garden, cleaning the school environment, and memorizing short verses. In this way, I aim to ensure that students always behave well and maintain discipline, and being kind and disciplined is one way to form good moral character in students."* Based on the interview results, it can be concluded that giving educational punishment can instill discipline in students. It is in line with what was conveyed by the Principal of MAS Al-Washliyah 22 Tembung School: *"Usually, I reprimand students who make mistakes and impose sanctions. I believe this warning falls within the realm of educational punishment for these students."* The guidance and counseling teacher also expressed the same thing by stating: *"By giving educational punishments such as memorizing short verses and cleaning the school stairs."* Based on the interview results, it can be concluded that punishment is only given to students if they make mistakes, such as coming late to school, dressing inappropriately, or not completing assigned tasks. This punishment aims to educate students, ultimately fostering discipline and good character.

#### *Challenges Faced*

The Deputy Principal for Student Affairs at the madrasah is very important in improving student discipline because it helps the principal develop and guide students, especially in discipline matters. However, while coaching and guiding students, the Deputy Principal encountered obstacles in instilling disciplinary values. As stated by the Deputy Principal for Student Affairs at MAS Al-Washliyah 22 Tembung: *"Yes, of course, there are challenges, but so far, there have not been too many difficulties that are too challenging, such as students' lack of self-awareness in instilling religious values in discipline and obeying school regulations. This lack of self-discipline is caused by a lack of understanding of discipline and the behavior of those who do not understand religious values and obey the rules, such as some students who refuse to participate in congregational midday prayers and a lack of understanding from parents. Religious values and peer influence, such as gaming habits."*

Based on the interview results, it can be concluded that discipline is very important in applying religious values to students to achieve school goals effectively. As stated by the principal of MAS Al-Washliyah 22 Tembung: *"Some challenges faced include a lack of cooperation between schools and parents because parents are often too dependent on madrasahs and teachers in disciplining their children, and teachers are sometimes less firm in guiding their students. Besides, students may already be used to it. It is undisciplined behavior at home, making it difficult to manage."* A similar thing was also conveyed by a guidance and counseling teacher who stated that: *"The challenge lies in students' low self-awareness and willingness, which is a factor that causes the instillation of disciplinary values."* Based on the interview results, it can be concluded that instilling discipline values in students by applying religious principles at MAS Al-Washliyah 22 Tembung is crucial to improving student discipline. "Furthermore, parents must understand religious values and pay attention to their children's behavior outside the school environment to encourage positive habits which can then influence their children's discipline at school."

## **Discussion**

### *Description of Student Discipline*

Discipline can be the key to making students become independent individuals (Tentama et al., 2019). Students accustomed to discipline can make their personalities positive and achieve satisfactory achievements (Bryant et al., 2020). The existence of discipline will ensure that

smoothness and order are maintained in the implementation of tasks so that optimal results are obtained (Goncharenko & Khadaroo, 2020). Poerbakatwaja stated that discipline can be interpreted as the attitude of a person or group to follow the rules that have been set. Therefore, it can be understood that someone who has a disciplined mindset always adheres to the applicable rules. If someone has a disciplined mindset, then they are the ones who will benefit from this (Sagala, 2016). From the explanation above, we can conclude that discipline is the behavior of a person who follows disciplinary rules. If they violate the rules, they will be subject to sanctions. In educational institutions, student discipline behavior can improve student learning achievement.

The author's statement above is supported by research published in an international journal entitled *Discipline and Academic Performance (A Study of Selected Secondary Schools in Lagos, Nigeria)*. (1) More than 70% of respondents think that school discipline management impacts student academic achievement. (2) More than 70% of respondents strongly agree that observing time management affects students' academic performance (Ehiane, 2014). (1) More than 70% of respondents think controlling school discipline affects academic achievement. (2) More than 70% of respondents agree that time management compliance affects student academic achievement. This research involved 380 respondents who attended school in Lagos, Nigeria.

Discipline is an awareness carried out regularly and responsibly, without coercion. Suppose the students themselves cannot carry out discipline well. In that case, the role and function of the deputy principal in charge of student affairs becomes very important in instilling disciplinary values in students by applying religious values at Mas Al-Washliyah 22 Tembung, such as getting used to it. Smiling, greeting and cleanliness, keeping the class clean and throwing away rubbish properly in front of the class, reading prayers before and after learning, and being honest. Therefore, the deputy principal must be able to develop, improve and motivate students by Mas Al-Washliyah 22 Tembung's vision, namely implementing *Hablun min Allāh wa Hablun min al-Nās* and contributing to realizing a *Baladatun Thoyyibatun wa Rabbun Ghofūr* country, as well as realizing an Indonesian Islamic society.

#### *Strategy of the Deputy Head of Madrasah*

A good strategy is needed to instill discipline values in students at MAS Al-Washliyah 22 Tembung by applying religious values. It is decisive in achieving educational goals, namely with a coaching strategy. The goal is to assist individuals in unleashing their potential for self-improvement and positive change in their thoughts and actions. Coaching is a process that helps individuals develop and discover their abilities through their efforts, which aims to achieve happiness and social benefits (Lofthouse, 2019). Thoha (2023) describes coaching as a process, result, action, or statement aimed at improvement. It shows growth, progress, evaluation, and improvement of something. There are two elements to this definition: first, coaching involves a process, statement of purpose, or action, and second, coaching is about improving something. In line with the following statement, coaching is not just a technique that must be encouraged and applied in certain circumstances. It is a way of managing, a way of treating people, as well as a way of thinking (de Goldvarg, NP, & Goldvarg, 2012).

Thus, coaching can be summarized as an effort to carry out activities regularly, directed and full of responsibility to develop personality towards improvement. Therefore, the coaching strategy is a solution- and results-oriented process, where the coach facilitates the process of personal learning, personal growth, and improving the quality of life within his scope. Coaching is carried out to achieve progress and improvement. It is expected to help individuals resolve problems and challenges encountered when using new methods in their duties, enabling effective and efficient operations to achieve optimal results.

The strategy of the deputy head of the madrasah in instilling discipline values in students by applying religious values at MAS Al-Washliyah 22 Tembung is: 1) give an example that is worth

emulating, 2) habituation, 3) give advice, and 4) give punishment. These four strategies are described in detail below (Prihatin, 2011).

One of the inherent traits of humans is the desire to emulate or imitate. This desire drives individuals to imitate the behavior of other people they respect. Setting an example is one way to educate children by showing good behavior in actions and words. In line with the following statement, the criteria for exemplary students are obeying school regulations, reading books and studying diligently, being respectful and polite to teachers, dressing neatly and speaking kindly (Yulianti et al., 2023). Therefore, a leader must be a good example for his students. Examples include arriving on time, maintaining honor and dignity by speaking kindly, and showing good behavior in everyday life. It allows students to observe and imitate what has been done.

Sapendi (2015) defines habituation as a sincere and repeated activity that aims to strengthen a skill to become a habit and educate and teach students by instilling a habituation process. Habituation is the right method because habituation carried out continuously can raise awareness in students to consistently carry out activities that they are used to in everyday life. In line with the following statement, Madrasahs that implement a disciplined attitude will produce students with noble character and achievements by equipping them with the habit of implementing the rules existing in the madrasah (Maela et al., 2023). Examples include keeping the classroom clean, dressing neatly, greeting when entering school, and praying before and after learning activities.

Giving advice aims to guide and remind students of their actions and attitudes (Brookhart, 2017; Tomlinson & Imbeau, 2023). Instilling the value of discipline requires advice or direction, whose function is to show the good and the bad (Basri et al., 2023). However, you must always remember to give advice gently so students can accept it. It will instill discipline, leading to disciplinary behavior and the formation of good morals by reprimanding students if they make mistakes such as speaking harshly or impolitely or dressing inappropriately.

Punishment is a sanction that students receive as a result of violating established rules (Perry & Morris, 2014; Mallett, 2016; Newman, 2017). The sanctions can be material or non-material. The aim is to provide a means of education, and in essence, punishment must be successful in educating students so they do not commit further violations. Punishment is a way of dealing with behavior so that the behavior conforms to expectations (Kunlasomboon et al., 2015). Punishments must also show that the established code of ethics is enforced. Punishments are only given to students if they make mistakes such as dressing inappropriately, not doing assigned assignments, or coming to school late. The punishment given is educational so that, in the end, students carry out their duties with discipline and develop good character.

### *Challenges Faced*

There are not too many obstacles to instilling the value of discipline in students by applying religious values at Mas Al-Washliyah 22 Tembung. *Challenges* are conditions that cause work or activities not to run smoothly or their implementation to be delayed. The challenge is students' low awareness of carrying out discipline. One of human behavior is strong will and desire. *Determination* is an inner strength that encourages a person to be serious. It is proven by the behavior of students who do not obey the rules, such as some students who refuse to participate in midday prayers in the congregation.

Furthermore, the external environment significantly influences the shaping and determination of changes in student attitudes. Interactions with peers can influence how students behave. Therefore, social interaction greatly influences character, thought patterns and behavior, such as the absence of motivating habits among students, lack of understanding of the surrounding environment about the importance of instilling religious values, and influence from peers, such as the habit of playing games. Thus, an unsupportive surrounding environment can have a big and



negative impact on students, especially with the current rampant promiscuity and use of social media.

## CONCLUSION

In conclusion, the research underscores the significance of student discipline at MAS Al-Washliyah 22 Tembung, focusing primarily on punctuality and appropriate attire. The deputy head's approach to instilling discipline involves a multifaceted strategy, including leading by example, consistent reinforcement, guidance, and consequences. However, the challenges of student self-awareness and external influences persist. Nevertheless, the study emphasizes the pivotal role of the deputy head in shaping disciplinary values, which not only enhances student achievement but also contributes to the school's overall success.

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