

The Role of Strengthening Student Discipline Character Education through the Role of Teachers in Elementary Schools: Literature Review Study

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Abstract

This paper aims to explain the role of teachers in strengthening discipline education in elementary school students through literature study. Character education is an important aspect in the formation of students' personalities from an early age. Discipline is one of the values that can be instilled and consistently. Teachers are not only teachers, but also facilitators and good examples. This writing uses the literature study method. The literature approach is carried out by analyzing previous journal sources that are relevant and in accordance with the topic of the role of teachers in strengthening character education that focuses on student discipline in elementary school. The research method uses a literature review study by filtering 24 articles into 12 relevant article titles, and finally screening based on the context to be discussed into 5 articles. The data used uses secondary data through books, articles, and writing reports that discuss the character of student discipline. Writing begins by conducting a literature review to gain an understanding of concepts and theories related to student character education. The results of this study show that teachers have efforts to form disciplinary character in students. The results of the study show that teachers play an important role in shaping students' character through habituation, example, motivation, and consistent evaluation.

1. Introduction

Character education is an effort that is systematically arranged to provide and teach students' behavior related to God, themselves, people, nations and countries. Character education regulates the attitude of a human or individual to have a good personality. Character that is formed and believed to be the basis for a person to think, have an attitude, and how to act. The formation of character education can be carried out through a small scope both from the family and the school. School as one of the educational places that is responsible for fostering student character.

Discipline is one of the characters that is supported by an awareness of behavior. Discipline is an individual attitude that shows obedience to an order or rule that is given and done in accordance with the rules. Discipline can grow through strengthening good character education in its environment. Discipline has many roles, especially in the world of education. One of the roles that is trained from discipline is to build yourself well in the surrounding environment and from this form a learning discipline in self-control and follow optimal learning activities.

The role of teachers in disciplined character education is very important. Teachers teach students to have a disciplined attitude in applying learning independence to students. Teachers must train students and teach discipline starting like small things, entering class on time. Students who continue to be trained, self-discipline will be formed slowly. In addition, teachers must also be able to show a firm and authoritative attitude by reflecting good and positive actions.

The importance of character education from various sources only provides a general picture and what roles can be given. Most of them focus on the general aspects of character education and how a teacher instills a good positive attitude. This shows that the needs of the study provided must be more detailed to provide an understanding of the challenges and solutions provided.

Based on the behavioristic theory of the findings (Novitasari & Abduh, 2022) that the formation of discipline character can be done by stimulating the teacher's response as well as giving a reward or punishment to students who are disciplined and undisciplined. Discipline is also based on the results of the character education process in its entirety in the school environment. According to (Utami et al., 2023) The cultivation of discipline character is carried out in 3 main ways, the first is through learning, through out-of-class behavior and the last from habituation, in addition to that the strategy of instilling discipline in the classroom is recognized by making agreements in the classroom and using interactive learning methods to reflect students' discipline attitudes and the success of discipline also depends on environmental factors starting from the family, individual students and the support of the surrounding community.

In the study of the article according to (Setyaningrum et al., 2020) that discipline as an aspect of character is cultivated through 3 main approaches, which are known as internal, external, and cooperative control). The three have the formation of discipline, not only law enforcement but also from the aspects of values, emotions, and student awareness. Through these 3 approaches, discipline is not only the responsibility of teachers but also included in the value through experience, involvement, and strengthening the scope of student learning. According to (Rianti & Mustika, 2023) also that discipline is a form of thorough character guidance where it is seen from scheduled and structured habituation. Discipline is not only a rule and attitude but also an integration between values, attitudes and motivations of students that are formed through comprehensive education and empathy from teachers.

Based on previous writings, according to (Aminah et al., 2022), character education always instills noble moral values and has the goal of improving the quality of the learning process. According to (Anshori, 2020) that schools have an important role in building students' character, especially discipline, strengthening the character of discipline in the role of teachers in elementary schools can create a generation that is ready to face responsibilities and challenges.

According to (I Nengah Sudiarta & Ariance Leilu Porro, 2023) explained that to foster character education in quality students, there needs to be an existing role of teachers by being realized in learning activities, where teacher character education learning must position itself as a good role model and role model for students, teachers also need to instill a spirit of student discipline by setting an example directly to students. On the other hand, example through a teacher's approach based on findings (Ibrahim et al., 2023) emphasizing the existence of a teacher as a role model in daily life.

Most of the writing still discusses the role of teachers in character education in general without providing specific things such as challenges in instilling discipline in elementary schools. This article provides more specific things by discussing the challenges and solutions faced by teachers in strengthening disciplined character education in elementary school. In addition, this article emphasizes the collaboration of parents and teachers in providing the cultivation of superior discipline character.

Several articles emphasize the importance of character education which is still general, but not many have studied the roles, challenges, and solutions that teachers can do in instilling discipline as one of the character values of students. Therefore, this article tries to present a literature review that focuses on the role of teachers in shaping the character of student discipline in elementary schools, equipped with the identification of challenges and solutions strategies that can be applied.

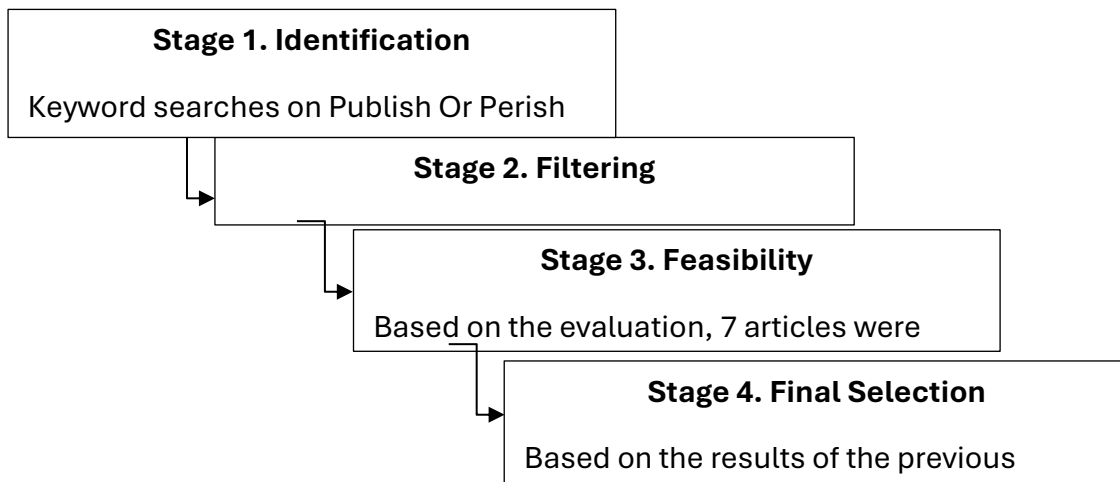
Based on previous research, it can be seen that the focus of the study is general. Therefore, this article aims to provide a more detailed overview of the role of teachers in instilling the character of student discipline including the challenges and solutions that can be provided and implemented in elementary schools.

2. Method

This part should contain sufficient detail that would enable all procedures to be repeated. It can be divided into subsections if several methods are described. Authors should be as concise as possible in experimental descriptions. The experimental section must contain all of the information necessary to guarantee reproducibility. Previously published methods should be indicated by a

reference and only relevant modifications should be described. For statistical analysis, please state the appropriate test(s) in addition to a hypothesized p-value or significant level (for example 0.05).

The writing method used in writing is a *literature study* with a qualitative descriptive approach. Articles collected from the *Publish or Parish database* in the range of 2020-2025 were carried out by analyzing relevant sources of previous journals and in accordance with the topic on the role of teachers in strengthening character education that focuses on student discipline in elementary school. The search strategy is carried out by filtering several references to previous articles with appropriate titles and topics. The analysis was carried out by analyzing articles against 12 relevant article titles. The stages of selecting *literature studies* using PRISMA (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses*) which explain how the systematic stages carried out by the researcher start from identification, filtering of relevant titles, feasibility of content to the final selection which will be further analyzed, with the following scheme:



Furthermore, the data used used secondary data through previous research. writing that discusses the character of student discipline. Writing begins by conducting a literature review to gain an understanding of concepts and theories related to student character education. The data that has been collected is analyzed by identifying the role of a teacher in strengthening the discipline character education of elementary school students, analyzing the challenges faced by teachers in shaping the character of student discipline and providing solutions that can be applied. This literature study includes a review of the writing of previous results. In conducting a literature analysis, the author looks at various literature studies from many sources to understand discipline character education in elementary schools. Thus, the literature approach is used to compile a strong theoretical foundation

3. Results and Discussion

The Role of Teachers in Shaping the Discipline Character of Elementary School Students The author has conducted a literature study, namely looking for 23 articles that are relevant to the title of the article made by the author. The article was analyzed and selected 12 articles that discussed the role of teachers in the discipline education of elementary school students.

The selection of articles by the author can be seen in Table 1. The following:

Table 1. Article Selection Strategy

No	Article categories	Website Finder	Search results
1	Search 2020-2025	<i>Publish or Parish</i>	23
2	Title of the report		12
3	Presenting different solutions		5
Results discussed			5

The article used is an article that is in accordance with the author's choice which focuses on the findings in the form of the role of teachers in strengthening character education. 5 articles have different discussions on the role of teachers. 5 articles are then presented in the form of relevant tables. Here is for table 2.

Table 2. Roles, Challenges and Solutions of Teachers in the Discipline Character of Elementary School Students

Yes	Article Title	Writing methods	Key Findings (roles)	Challenge	Solution
1	Teachers have a role in shaping the discipline attitude of MI Barokah Pekanbaru students (Ibrahim et al., 2023)	Descriptive Qualitative	Teachers have a role that is not only to educate subject matter. But it also forms a disciplined attitude for students through supervision, example, and habits.	<ul style="list-style-type: none"> - Students sometimes often arrive late even after the school fence is locked - There are students who do not do the assignment - Supervision from teachers is limited - Social and media influence 	<ul style="list-style-type: none"> - Teachers as role models and evaluators - Assigning punishment - Collaboration between principals and parents - Conducting coaching and training for teachers.
2	Teachers' strategies in instilling character Discipline in elementary school students (Amelia & Dafit, 2023)	Descriptive Qualitative	Teachers use the strategy of integrating values in the learning plan, habituating positive activities in the classroom, making written and unwritten rules, the application of sanctions and rewards and the teacher's example are the main things in the application of disciplinary values	<ul style="list-style-type: none"> - Low student self-awareness - Environmental influences and family support are less supportive 	<ul style="list-style-type: none"> - Example of teachers and principals - Habituation of routine activities - Establishment of written and unwritten rules - Value approach through guidance and sanctions
3	Teachers' efforts in training students' disciplined character based on behaviorism theory (Novitasari & Abduh, 2022)	Descriptive Qualitative	Teachers apply behaviorism theory by providing stimulus responses such as giving rewards for disciplined attitudes and punishments for undisciplined. And teachers use imitation methods so that students imitate the positive attitude taken by teachers.	<ul style="list-style-type: none"> - Students' laziness for discipline - Low motivation from within students 	<ul style="list-style-type: none"> - Behaviorism approach (the presence of a response stimulus) - Giving direct examples from teachers - Strengthening motivation and personal approach (individual)
4	Analysis of the role of teachers in improving the disciplinary character of grade III elementary	Descriptive Qualitative	Teachers as good figures by students, especially in disciplinary aspects such as punctuality and responsibility. The character of the discipline is formed through reflective dialogue.	<ul style="list-style-type: none"> - Lack of synergy between teachers and parents - teachers are less cooperative and only focus on teaching - Many students always violate school rules 	<ul style="list-style-type: none"> - Teachers as role models - Remind Parents to Communicate - Continuous evaluation of attitudes and reflections

	school students					
	(Nurhayati & ,Langlang Handayani, 2020)					
5	The role of teachers as educators in shaping the discipline character of elementary school students (Zahra & Fathoni, 2024)	Qualitative Case Studies	Teachers form student discipline through habituation carried out while at school and the collaboration of parents and teachers.	- Family and social media influences	- Some students have not complied with the rules despite the habituation program	- Character programs through routine activities (cleanliness, prayer and neatness
						- Persuasive approach, reprimand, reinforcement of positive behavior
						- Collaboration of schools, parents and the community.

From the table that has been analyzed about the efforts and role of teachers in strengthening the character of discipline in elementary schools. Although they have different opinions and approaches, the article discusses the role of teachers in the formation of disciplinary character. Teachers are not only as a teacher, but also as role models, in forming good habits and in accordance with the student's developmental stage.

Overall, these 5 articles provide an overview of how teachers can have a good role in shaping the character of student discipline. From exemplary strategies, theories, habituation to reflective dialogue, all show that character education is not a young process, but must be consistent

3.1. Student Discipline Character

Character cultivation in the process of guiding and developing students' personalities is carried out by teachers in various forms and methods. Each student has a different disciplinary character. However, even with different student discipline characters, teachers also still give and direct to good character.

Discipline character is a basic value that must be instilled in students since elementary school. The application of discipline in the elementary school environment is a character formation that must be grown in students from an early age. Teachers as good role models must have a good influence on students because of the formation of disciplined character. According to (Anshori, 2020) in the school environment, students can become better if the teacher can influence good character, so a teacher must be able to show a good disciplined personality, because the teacher is a mirror for students, so that students will imitate every behavior that is seen. Discipline for a teacher is to obey various regulations and carry out all the rules wisely. Teachers must obey the set rules so that students also emulate the habits they do.

3.2. Forming Disciplined Character

In cultivating discipline from habits, it can also be a solution to train students in providing positive things for students. Habituation activities are things that are done as a process of shaping student behavior that can be done repeatedly and aim to instill in every human being. According to

(Utami et al., 2023) the habit that can be done is to provide rules for each class in carrying out lessons. This aims to educate students to learn responsibly and disciplined before students do learning. This habit is related to learning because changes in each individual can occur due to activities that are carried out many times. Habituation activities can also be used by carrying out flag ceremony activities because it accustomed students to dress completely and not be late in the implementation.

Teachers in training student discipline can also provide positive responses. Teachers respond to students by providing input and encouragement to remain disciplined in various aspects. A teacher can also give good praise if students do positive things and can be imitated by their peers. Teachers can also give clear punishments as well if students violate the set rules. According to (Novitasari & Abduh, 2022) explained that the response given and the encouragement to students to always be disciplined can provide a positive side of a good response. In improving discipline, teachers as evaluators play a role and must be able to provide evaluations as they are or honestly and provide measurements of the extent to which students understand learning. And teachers are facilitators where providing education to students in the habituation of discipline is very important.

3.3. The Role of Teachers in Shaping Discipline Character

Teachers play an important role in shaping the disciplinary character of students in elementary school. From the results of the iterator study analyzed, the role of teachers is not only as a teacher but also as a role model, director and evaluator. According to (Ibrahim et al., 2023) explained that teachers have an important role in providing civility and positive examples, such as being on time in all things and being responsible. Based on research (Amelia & Dafit, 2023), it is also explained that teachers have a role in shaping rules in the classroom, fostering positive habits, and providing punishments and rewards. Meanwhile, according to (Novitasari & Abduh, 2022), the role of teachers also provides a stimulus response to students by providing positive reinforcement if students succeed in being disciplined, and providing punishment if students are not disciplined to encourage students to behave and character. (Nurhayati & , Langlang Handayani, 2020) also explained that teachers are good figures by students, especially in disciplinary aspects such as punctuality and responsibility. The character of discipline is formed through reflective dialogue so that it can shape and build discipline awareness through two-way communication and mutual understanding between students and teachers. Meanwhile, according to (Zahra & Fathoni, 2024), teachers shape student discipline through habituation carried out while at school and the collaboration of parents and teachers. The teacher in this case acts as a facilitator between school grades and home grades so that continuity is created in the formation of student discipline attitudes.

From the 5 articles, it can be seen that teachers have a role in instilling a very broad discipline and covering the educational, affective and social environment. Teachers also not only teach but also must build a supportive school environment for students with character and discipline and responsibility. Teachers must also provide guidance to students directly through habituation so that students are trained and used to carrying out activities with a disciplined character. This is in continuity with previous research according to (Rianti & Mustika, 2023) That the success of instilling discipline character must be a collaboration between students, parents, teachers, and the surrounding community.

3.4. Challenges in Displaying Discipline Character in Elementary School

In instilling discipline character in elementary school students, teachers face challenges. These challenges arise from internal and external itself. One of the main challenges is the low awareness attitude in students to comply with the rules in schools. Many are late, do not do their assignments or ignore their student obligations even though there are written regulations. Another challenge is also seen from the lack of motivation in students when learning and behaving in discipline. In

addition, the influence of social media and lack of supervision from parents are the main obstacles in forming the discipline character of students consistently.

As based on previous research by (Setyaningrum et al., 2020) that the character of discipline is not about the result of enforcing rules, but also a combination of values, emotions, and moral awareness that must be built, while according to (Novitasari & Abduh, 2022) based on behavioristic theory, the lack of positive reinforcement stimulus and consistent punishment from teachers is also the cause of students failing to form disciplinary behavioral responses. These challenges are contextual and related to the imbalance in character formation at school, home and the influence of digital culture.

3.5. Solutions for Cultivating Discipline Character in Elementary Schools

The solution that can be provided from these challenges is to provide a contextual approach. Strengthening the role of teachers as a consistent role model in providing discipline twists, such as not being late, dressing neatly and being responsible is one of the main solutions. This example is important because as explained according to (Ibrahim et al., 2023) Students will tend to imitate the behavior of the teacher they see at all times. The formation of written and non-deaf rules in the classroom that have been prepared in the classroom with students is part of cooperative control according to (Setyaningrum et al., 2020) to foster a sense of responsibility from each student. Another solution is also to get used to it in students through routine activities such as ceremonies, class pickets, cleaning activities and worship together that are carried out consistently and continuously (Utami et al., 2023). Behaviorally, teachers can provide stimulus in the form of rewards for students and educational punishments for those who violate as a form of habituation. And according to (Rianti & Mustika, 2023) Intact character education is only successful if teachers and families actively collaborate with each other, this is in accordance with the solutions presented about collaborative between schools and parents in uniting the values of discipline instilled in schools. The character of discipline must be instilled consistently and in harmony with the formation of student self-awareness.

3.6. Conclusion

Based on the results of the literature study conducted on 5 articles, it can be concluded that teachers have an important role in molding the discipline character of elementary school students. The role of good examples, motivators to facilitators in the process of forming disciplinary character. Teachers foster the character of student discipline from habits to strengthening the relationship between school and home. This strategy has proven to be effective in instilling discipline values. Therefore, disciplined character education is not only the responsibility of the teacher, but also the whole between the teacher, the student and the parent. With a gradual and consistent approach, a disciplined character will be formed in students with education and life in the future. Suggestions for later researchers can review further and thoroughly about the article discussed in the content of this article. Further research is recommended to explore or influence school culture on the formation of discipline character.

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