

## DISCIPLINE LEVEL PROFILE OF CLASS IX STUDENTS AT MTS AL-MUHTADDIN BANTARGEBAH, BEKASI CITY

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### Abstract

This study aims to describe the discipline level profile of ninth-grade students at Mts Al-Muhtadin Bantar Gebang, Bekasi City. Discipline is an essential value in life, particularly in the learning process and in shaping students' personalities. A quantitative descriptive method was employed in this study, with data collected through a questionnaire designed using a Likert scale to determine students' discipline levels. The population consisted of all ninth-grade students at Mts Al-Muhtadin, totaling 175 students, while the research sample included 122 students from 38 statement items, resulting in responses from 151 students. The findings indicate that the discipline level among ninth-grade students at Mts Al-Muhtadin is high, with 92.72% in the high category, 7.28% in the moderate category, and no students in the low category. It is expected that this high level of discipline will continue to be maintained and further improved.

**Keywords:** Discipline, 9th-grade students, MTs Al-Muhtadin.

### A. INTRODUCTION

Schools are formal institutions that serve as venues for the teaching and learning process, guided by teachers (Ajmain & Marzuki, 2019). One of the primary tasks of schools as formal institutions is to shape the character of students. Achieving this goal requires discipline to ensure orderly, safe, and comfortable learning activities, thus ensuring effective learning. Issues regarding student discipline play a crucial role in supporting the progress of the school itself (Dakhi A, 2020). Schools that implement good discipline will create an effective and conducive learning process (Tuuk & Mesra, 2025). Conversely, low levels of student discipline in schools can lead to suboptimal teaching and learning activities (Mumin, 2022). Efforts to improve student discipline are necessary. Because schools are places for the nation's future generations to gain knowledge, discipline helps students learn to be disciplined and responsible, key assets for future success.

Discipline comes from the Latin word *discere*, meaning to learn. From this word also emerged the term "Disciplina," meaning teaching or training (Tinambun B, 2024). Over time, the word "discipline" has acquired several meanings. Discipline is understood as adherence to rules under supervision and control (Dachi & Syalom, 2020). Furthermore, discipline is also interpreted as a form of training that will help someone develop self-control and maintain orderly behavior. According to James Drever (in Sumadi, 2001), psychologically, discipline is the ability to control behavior that arises from within a person to adapt to existing norms or rules. Thus, psychologically, discipline describes a person's behavior that emerges and is able to adapt to existing regulations.

Discipline comes from the word "discipline," which is explained in the Big Indonesian Dictionary as obedience or compliance with existing rules and regulations (Rohman F, 2018). Meanwhile, students are learners who act as individuals in the educational process (Harahap M, 2016). In this research, student discipline is defined as students' compliance and obedience to all matters related to school activities.

According to Soengeng Prijodarminto (in Asim, 2016), discipline is a state that occurs through behavior that demonstrates values of obedience, compliance, loyalty, or a relationship to rules and regulations. Students with a high level of discipline tend to achieve adequate grades because they are able to manage their study time in a planned and orderly manner. With good discipline, students will achieve their goals (Rofiuddin & Darmawan, 2024). Conversely, without discipline, students will find it difficult to properly follow the learning process, which can lead to violations that disrupt the teaching and learning process (Febriansyah F, 2025).

Thus, discipline can be understood as obedience and adherence to existing regulations. Desired discipline comes not only from awareness but can also arise from coercion (Suleman, 2020). Discipline that arises from awareness occurs because a person realizes and understands that only discipline can achieve success in all aspects. Discipline fosters order and smoothness in various affairs (Nata 2010). Order in life can reduce disappointment in others, and discipline fosters a sense of respect from others.

From the explanations of discipline according to the experts above, it can be concluded that discipline is an attitude that every individual must possess. This is because discipline is the foundation of behavior that significantly impacts many aspects, both in personal life and for the common good. To achieve a high level of discipline in doing something, practice and an internal awareness of the importance of discipline are necessary, so that it can serve as a foundation not only at work but also in everyday life. Although the importance of discipline is clearly stated, the reality in formal education still shows a concerning condition.

Nationally, the level of student discipline in Indonesia remains a serious educational problem. According to PISA (Programme for International Student Assessment) 2022 data, Indonesia continues to grapple with issues related to school discipline, which impact learning effectiveness. One significant finding is the high number of students forced to repeat grades, with secondary school boys frequently truant and late to school. Furthermore, the PISA survey also shows a strong correlation between high student absences and decreased academic achievement. Students who frequently miss certain class periods tend to achieve less satisfactory grades. This demonstrates that discipline is not merely adhering to rules but is a crucial foundation for student success in learning. This issue is closely related to students' mental attitude and self-control in following school regulations.

These issues are closely related to three main aspects of discipline. Prijodarminto (1944) stated that the first aspect is mental attitude, namely the inner readiness to wholeheartedly obey the rules. The second aspect is understanding the rule system, where students not only know the rules exist but also understand the intent, purpose, and impact of those rules as part of their responsibility. Nata (2010) also supports this, stating that discipline that arises from awareness arises because individuals realize that order is the key to success. Furthermore, the third aspect is appropriate attitudes and behavior (self-control). Gufron and Risnawita (2010) state that self-control is a person's ability to regulate their behavior to conform to existing norms, for example, being punctual and obeying teacher's orders. Therefore, an ideal discipline profile can be formed if students are mentally prepared, have a good understanding of the rules, and have a high level of self-control.

Based on the phenomenon of the level of student discipline in Indonesia is still relatively low, added to the three main aspects, namely mental attitude, understanding of rules, and

self-control ability. This study aims to describe the profile of the level of discipline of grade IX students of MTs Al-Muhtadin. The selection of grade IX was chosen because they are at the end of their study period at the junior high school, so they are expected to have better discipline to continue their education to the next level. In addition, at this level students have been studying in the same school environment for quite a long time, so the disciplined behavior they show is a manifestation of the results of internalizing the rules and values of discipline they get during the learning process.

## **B. LITERATURE REVIEW**

### **Self-Control**

Discipline, from a self-control perspective, is understood as an individual's ability to regulate, direct, and restrain behavior to align with applicable norms and rules without relying on external supervision (Gufon & Risnawita, 2010). Discipline does not arise solely from adherence to rules, but from an internal awareness that drives individuals to act in an orderly and consistent manner. Individuals with good self-control are able to manage time, emotions, and behavioral impulses adaptively in various situations. In an educational context, self-control-based discipline is reflected in a student's ability to adhere to school rules even without teacher supervision. Therefore, discipline is positioned as a psychological competency that develops through practice, habituation, and internalization of values. Indicators:

- Ability to control impulsive behavior
- Consistent adherence to rules without supervision
- Independent study time management
- Compliance with teacher instructions
- Orderliness in daily learning activities

### **Discipline as a Mental Attitude and Normative Awareness**

Discipline is seen as a mental state formed through an individual's awareness of the values, goals, and meaning of a rule (Priodarminto, 1994). Discipline is not merely mechanical obedience, but rather a reflection of mental readiness to obey rules voluntarily and responsibly. A disciplined mental attitude emerges when an individual understands that order plays a crucial role in achieving personal and collective goals. In a school environment, attitude-based discipline is reflected in students' willingness to obey rules as part of a moral commitment. Thus, discipline is a manifestation of the integration of values, awareness, and behavior. Indicators:

- Awareness of the importance of school rules
- Mental readiness to obey rules
- Responsibility for student obligations
- Consistent obedience in various situations
- Acceptance of rules without coercion

### **Discipline as a Process of Internalizing Values**

Discipline is understood as the result of a process of internalizing values that occurs through education, habituation, and role modeling in the social environment (Nata, 2010). Discipline does not emerge instantly, but develops through repeated and continuous learning. Individuals who have internalized the value of discipline will demonstrate orderly behavior because they believe that discipline is a necessity, not an imposed obligation. In the school context, the internalization of disciplinary values occurs through interactions between

students, teachers, rules, and the school culture. Therefore, discipline is seen as an ingrained and relatively stable characteristic in student behavior. Indicators:

- Compliance with rules as a habit
- Consistency of orderly behavior over the long term
- Independence in carrying out school obligations
- Exemplifying disciplined behavior in daily life
- Integration of disciplinary values into attitudes and actions

### C. RESEARCH METHODOLOGY

This research uses a descriptive quantitative method. According to Sugiyono (2016), quantitative research is a method based on the philosophy of positivism and is applied to conduct research on samples and populations. Research within a quantitative framework presents data in numerical form as the results of the research. The descriptive method uses an approach that aims to observe conditions or events as they occur. The descriptive approach is useful for creating a realistic and accurate picture of existing phenomena. Quantitative descriptive research describes variables as they exist, supported by numerical data obtained from actual conditions. The population in this study was all 175 ninth-grade students at MTs Al-Muhtadin. To determine the sample size, the author used the Slovin formula, and the required sample size was 122 students. However, during the study, the number of respondents exceeded the predetermined sample limit, which was 151 students.

This study used a questionnaire as a data collection technique; a positive response to a favorable item and a negative response to an unfavorable item were given a high score, and vice versa. For a scale-based measurement system, this study employed a Likert-scale questionnaire. This Likert-scale questionnaire is used to measure respondents' attitudes, opinions, or assessments of a phenomenon. It uses a bipolar scale, requiring respondents to choose a specific statement that best fits their situation or best describes them. Respondents were given 38 statements, each with four options, one of which they could choose based on their situation.

Table 1. Discipline Questionnaire Scoring

Answer Options	Favorable Statement	Unfavorable Statement
SS	4	1
S	3	2
TS	2	3
STS	1	4

Source: Processed by Researchers, 2025

Determination of the category of discipline level in this study was carried out using a technique based on the average value (mean) and (standard deviation)

- Low :  $X < M - 1SD$   
Mid :  $M - 1SD \leq X < M + 1SD$   
High :  $M + 1SD \leq X$

Description:

X = Respondent's score/value

M = Mean

SD = Standard deviation

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This research was conducted over a one-day period on December 5, 2025, at MTs (Madrasah Tsanawiyah) Al-Muhtadin in Bekasi City. Data collected from 151 respondents, using 38 items, were divided into three assessment categories as follows:

Table 2. Discipline Categorization

Category	Interval score	Frequency	Percentage
Low	38-75	0	0%
Mid	76-113	11	7,28%
High	114-152	140	92,72%

Source: Processed by researchers, 2025

The results in the table above are taken from 175 ninth-grade students at MTs Al-Muhtadin, with 151 respondents. The questionnaire was completed once, with four answers, each with different points for each statement. Each statement was summed up with a score interval of three categories: high, medium, and low. The research data is displayed in the form of a percentage graph as follows:

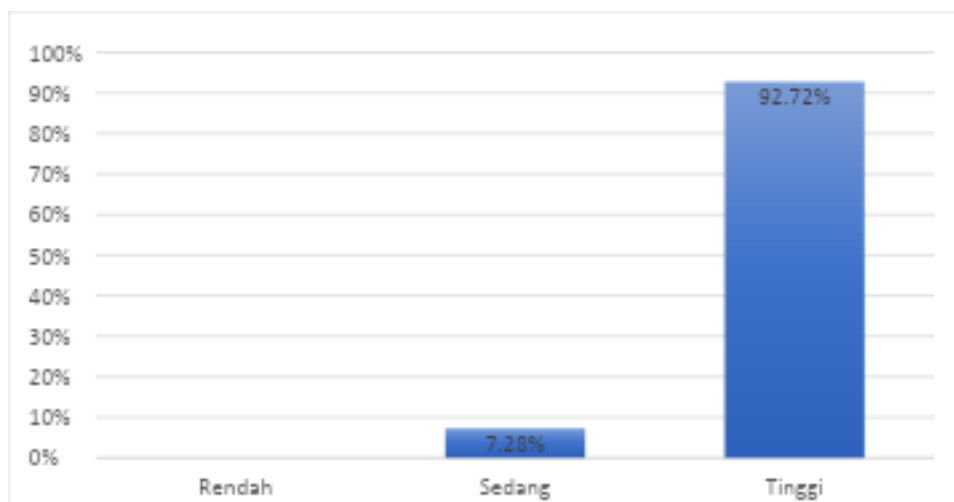


Figure 1. Student Discipline Level

Source: Processed by Researchers, 2025

Based on the results of the graph above, all grade IX students of MTs Al-Muhtadin have a fairly high level of discipline, namely the high category is at 92.72%, while the medium category is 7.28% and the low category is 0%.

#### D. RESULT AND DISCUSSION

The research results show that the majority of ninth-grade students at MTs Al-Muhtadin have a high level of discipline. This is certainly good news, as a conducive school environment strongly supports and helps shape students' character and disciplined behavior. Students' level of discipline at school truly reflects their adherence to established rules. When students follow these rules, the learning environment feels more effective, which ultimately helps them achieve optimal grades. Therefore, instilling discipline in students is crucial for determining their success in school. If discipline is firmly ingrained in students, their behavior will be more organized, allowing every activity to run according to schedule. By cultivating discipline, students can create a more supportive learning environment. The

smoothness of the teaching and learning process depends heavily on students' adherence to school regulations. In fact, Islamic teachings emphasize the importance of discipline. Through discipline, a person is trained to be able to control themselves well. Ahmad Musthafa Al-Maraghi in Al-Maraghi's interpretation explains that to understand the essence of the value of disciplinary education, as explained by Allah in Q.S Al-'Ashr verses 1-3:

(وَالْعَصْرِ (١) إِنَّ الْإِنْسَانَ لَفِي خُسْرٍ (٢) إِلَّا الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ وَتَوَّصُوا بِالْحَقِّ وَتَوَّصُوا بِالصَّبْرِ (٣))  
“By time, indeed, mankind is in loss, except for those who believe and do righteous deeds and advise each other to truth and advise each other to patience..”

The values of discipline are reflected in Surah Al-Ashr, verses 1-3, according to Al-Maraghi's interpretation. Discipline is a strong belief that fosters the intention to utilize time wisely. Discipline enables a person to plan for the future, achieving clear goals, and instilling discipline in others by advising each other on truth and patience.

These values help students develop a disciplined attitude that is not only visible externally but also internal. By managing their time effectively, students are encouraged to think more about their responsibilities as learners. For example, arriving on time, being obedient while studying, and completing assignments on schedule. Furthermore, having a clear plan allows students to manage their learning activities with greater focus. Reminding each other of goodness and truth, as mentioned in Surah Al-Ashr, verses 1-3, also fosters social awareness at school. Students are not only disciplined themselves but also remind each other and set good examples for their peers. This demonstrates that discipline is not solely for oneself, but rather develops from a supportive environment.

Based on research conducted, ninth-grade students at MTs Al-Muhtadin generally demonstrate a high level of discipline. These findings indicate that the values of discipline are deeply embedded in students' behavior, including their mental attitude, understanding of rules, and self-control. Therefore, MTs Al-Muhtadin can be said to have made a positive contribution to shaping and developing students' disciplined character..

## E. CONCLUSION

From the existing research results, it can be concluded that the level of discipline of ninth-grade students at MTs Al-Muhtadin is included in the high category. Discipline is a very important aspect in helping student success, because through discipline, students are able to manage time, obey regulations, and control themselves in the learning process. The high level of discipline among students reflects a good understanding of carrying out responsibilities as students. Thus, it can be concluded that MTs Al-Muhtadin school contributes positively, especially to ninth-grade students, in forming and developing disciplined characters in students, thus creating an orderly, comfortable, and smooth-running learning environment.

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