

Islamic Teachings as the Foundation of Order and Social Discipline in the Educational Environment

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ABSTRACT

This literature study examines the role of Islamic teachings in shaping school order and social discipline culture within the educational environment. Using a qualitative library research approach, this study collects and analyzes data from various academic sources including books, journals, and research reports published between 2000 and 2015. The analysis reveals that Islamic teachings provide a comprehensive value framework encompassing aspects of time observance, cleanliness, noble character, accountability, obedience to leaders, and collective responsibility through the principle of *amar ma'ruf nahi munkar*. These values form the theological and moral foundation for students' compliance with school regulations. The formation of social discipline culture through Islamic religious education involves a layered process starting from individual awareness cultivation, behavioral habituation, collective norm establishment, to support from fair reward and sanction systems. The success of this process heavily depends on teacher consistency, parental involvement, community support, and utilization of varied instructional media. Islamic religious education serves as the primary instrument connecting school regulations with religious commands, transforming discipline from externally imposed rules into internally driven spiritual awareness. This study contributes theoretically to the development of Islamic education literature and practically provides guidelines for teachers, school administrators, and policymakers in designing discipline development programs based on Islamic values. The findings emphasize that collaborative and participatory approaches involving all educational stakeholders are essential for establishing a robust and sustainable social discipline culture in schools.

INTRODUCTION

Education serves as a vehicle for shaping the character and civilization of a nation. The national education system identifies social discipline as one of the key factors determining the quality of students' learning outcomes. Social discipline reflects adherence to the norms and rules that apply in the school environment, while also reflecting individuals' awareness of their collective responsibilities. As a formal institution, the school is responsible for instilling the value of discipline from an early age through various learning activities and habit-forming practices. Discipline does not come naturally to students it must be cultivated through a systematic and sustained approach (Sundawa & Suryadi, 2023). This approach may be rooted in the religious values held by the majority of the Indonesian people. Islam has a set of teachings that

govern all aspects of human life, including social behavior and adherence to rules. Islamic teachings on prayer, fasting, zakat, and the hajj involve practicing punctuality, precision, and obedience. An understanding of these teachings can serve as the foundation for fostering social discipline in educational settings. According to Azra (2002), Islamic education in Indonesia faces the challenge of integrating religious values into everyday educational practices.

The purpose of Islamic religious education in schools is to nurture students who are faithful, God-fearing, and of noble character. This objective implicitly entails a mission to foster social discipline, since noble character encompasses adherence to social rules and norms. The Islamic religious education curriculum includes material on worship, ethics, and social conduct, all of which teach the values of discipline and responsibility. The teachings

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on prayer instill punctuality and personal purity, while the teachings on fasting instill self-control and patience. The teachings on zakat instill social responsibility and justice (Wahib & Nafi'ah, 2022). If these values are properly internalized, they will help shape students' disciplined character. However, the reality on the ground shows that the teaching of Islamic religious education is often limited to the cognitive domain and fails to address the affective and psychomotor domains. As a result, students' understanding of Islamic teachings is not necessarily reflected in their daily disciplined behavior. In fact, the evaluation process in learning is greatly influenced by students' behavioral development (Fariansyah & El Yunusi, 2023). The gap between religious knowledge and the practice of social discipline is an issue that warrants close attention. Nata (2012) emphasizes that Islamic education management must pay attention to the structured development of character.

As an educational environment, schools have a code of conduct that serves as a guide for the behavior of the entire school community. This code of conduct includes rules regarding attendance, dress, hygiene, and social interaction. The purpose of school rules is to create a conducive and safe learning environment (Maba, 2022). However, the effectiveness of these rules depends heavily on students' awareness of and compliance with them. Awareness and compliance cannot be enforced solely through sanctions; rather, they must be fostered through an understanding of the underlying values. Islamic religious education has great potential to provide a foundation of values for adherence to rules and regulations, because Islamic teachings emphasize that obeying rules is part of obedience to Allah and His Messenger. From an Islamic perspective, rules established for the common good must be obeyed as long as they do not conflict with Sharia law. The internalization of Islamic teachings can strengthen students' compliance with school rules when carried out through appropriate learning strategies. An approach that emphasizes leading by example and fostering good habits is considered more effective than simply lecturing in class.

A culture of discipline in schools is formed through a continuous process of socialization and habit formation. A culture of discipline includes the habits of arriving on time, completing tasks according to schedule, maintaining cleanliness, and respecting others. Fostering a culture of discipline involves the participation of teachers, the principal, and all members of the school community (Pusvitasari, 2023). Islamic religious education can be

one of the primary tools for fostering a culture of discipline, as Islamic teachings provide strong spiritual motivation for orderly behavior. Students who possess spiritual awareness tend to be more compliant with rules because they view compliance as part of their devotion to God. However, the reality in many schools shows that a culture of discipline has not yet been fully established. Violations of school rules still occur frequently, such as tardiness, failure to wear the school uniform, and disrespectful behavior. This suggests that there are other factors influencing the effectiveness of Islamic religious education in fostering social discipline. These factors may include teaching methods, family background, and the diverse social environments of the students.

The main challenge faced in efforts to foster social discipline through Islamic religious education is the gap between curricular objectives and the actual behavior of students. The Islamic religious education curriculum is designed to shape students with noble character and a commitment to following rules, but its implementation often gets bogged down in rote memorization and conceptual understanding without the accompanying internalization of values. Students may be able to memorize verses about obedience, but their behavior at school does not yet fully reflect those teachings. Islamic religious education teachers also face limitations in terms of time and methods for presenting practical material (Purwanto, 2024). Existing school rules are often not explicitly integrated with religious values, so students view them as mere administrative regulations. As a result, compliance with school rules is driven more by fear of punishment than by moral awareness. This situation is exacerbated by a lack of training for teachers on how to relate religious instruction to the context of school discipline. Without adequate understanding, teachers tend to teach religion as theoretical knowledge that is disconnected from the students' real lives.

Another issue that has arisen is the lack of alignment between the Islamic teachings imparted in the classroom and disciplinary practices within the school environment. As educational communities, schools have various rules and norms, but not all of these rules are related to religious teachings. In fact, in Islam, every rule intended for the common good has a strong basis in Islamic law. Without this connection, students have difficulty understanding why they must follow school rules from a religious perspective. The culture of discipline in schools is also influenced by external factors such as the family and community environments. When the environment outside of school does not support the values of

discipline, the school's efforts through Islamic religious education become less effective. This issue is further complicated by the fact that there is no established model for systematically integrating Islamic teachings with school regulations. Schools often enforce rules separately from religious values, so students do not see the connection between their religious obligations and their obligation to follow school rules. The absence of this integrative model results in discipline training that is fragmented and inconsistent.

This topic is important because Islamic religious education is a required subject at all levels of education in Indonesia, so its contribution to the formation of social discipline has a far-reaching impact. Many schools complain about the low level of discipline among students, even though they have been providing Islamic religious education on a regular basis. This indicates that there is a need to evaluate the approach that has been used to teach Islam in schools. A comprehensive literature review can reveal various factors that influence the effectiveness of Islamic religious education in fostering social discipline. These factors include teaching methods, teacher quality, environmental support, and parental involvement. By understanding these factors, schools can design discipline programs that are more targeted and grounded in religious values. This study also provides a theoretical foundation for the development of a more integrative Islamic religious education curriculum. An integrative curriculum will help students understand that obedience to school rules is part of obedience to their religious teachings.

The importance of this topic also lies in the need to address the challenges of moral and disciplinary decline among the younger generation. The phenomena of school fights, bullying, and rule violations indicate that the current educational system has not yet fully instilled a sense of discipline in students. Islamic religious education has great potential to serve as a solution, but that potential must be critically examined in order to be fully realized. This literature review is expected to identify best practices in integrating Islamic teachings with school rules based on various existing sources. The findings of this study can serve as a reference for educators, school administrators, and policymakers in formulating effective discipline strategies. This study has both theoretical and practical implications for improving the quality of education in Indonesia. By understanding the relationship between Islamic religious education and social discipline, schools can develop a more holistic approach to shaping students' behavior. This approach will strengthen the

role of religious education as the foundation for the nation's character development.

This study aims to analyze the role of Islamic teachings in establishing order in schools and to examine the process of fostering a culture of social discipline through Islamic religious education. The theoretical contribution of this study lies in advancing the field of Islamic religious education by broadening our understanding of the relationship between religious values and disciplinary behavior in the school setting. Its practical contribution is to provide a framework for teachers and school administrators to design discipline-building programs based on Islamic values. This study also provides insights for education policymakers to develop a curriculum that prioritizes the internalization of the value of discipline through Islamic religious education. Using a literature review approach, this study synthesizes various previous ideas and findings to produce a comprehensive analytical framework. This research is highly relevant to improving the quality of character education in Indonesia. The findings of this study are expected to serve as a foundation for the development of a more effective and sustainable model for fostering discipline.

RESEARCH METHOD

This study employs a qualitative approach in the form of a literature review. A literature review is a research method that involves collecting data and information from various written sources, such as books, scientific journals, documents, and other academic publications. This approach was chosen because it aligns with the research objective, which is to conduct an in-depth examination of the relationship between Islamic teachings and the establishment of social discipline in the school environment through a review of existing literature. As noted by Zed (2008) in his book *Literature Review Research Methods*, a literature review is qualitative and descriptive in nature and emphasizes the researcher's role in analyzing data. The data collected consists of words and narratives from various literary sources, not numbers or statistics. The data sources for this study include Islamic religious education textbooks, national and international journals on character education and discipline, and previous research findings relevant to the topic of study. Researchers serve as key instruments for collecting, sorting, and interpreting information from these various sources.

Data collection was conducted through a systematic literature review using relevant keywords

such as Islamic religious education, social discipline, school rules, and character development. The collected literature was then screened based on criteria of relevance and source credibility. Data analysis in this study employed a qualitative content analysis approach, in which the researcher conducted repeated readings of the collected texts to identify key themes, patterns of thought, and relationships between concepts (Perera, 2022). This approach enables researchers to capture the meanings contained in various works of literature and synthesize them into a comprehensive understanding of the role of Islamic teachings in shaping social discipline. The analysis procedure follows the standard steps in literature review research: determining the topic, collecting data, analyzing data, organizing data, and writing a report. Data validity is ensured through cross-checking among sources and the use of references with high academic credibility. Using this method, the study is expected to produce a comprehensive and scientifically sound analysis.

RESULT AND DISCUSSION

Islamic Teachings and School Rules

Islamic teachings encompass a set of values and principles that are directly related to order and adherence to rules. In Islam, obedience to Allah SWT. is demonstrated by following His commands and avoiding His prohibitions, which requires a high degree of discipline in carrying out one's daily acts of worship. The five daily prayers, for example, teach punctuality and adherence to a set schedule (Hafizah et al., 2024). Religious practices can help students develop self-control and discipline (Samsiroh et al., 2024). Students who are in the habit of praying on time will carry that habit over into their school life, such as arriving in class before the bell rings. Fasting during Ramadan teaches self-control and patience, two qualities needed to follow various school rules without feeling burdened. If students gain a deep understanding of these values, they will serve as an internal foundation for compliance with school rules. School rules, which have long been viewed as external regulations, can be internalized as moral obligations rooted in religious beliefs. This process of internalization ensures that students' compliance does not depend solely on teacher supervision, but rather stems from an awareness of their spiritual responsibility. Islamic religious education serves as a bridge connecting school rules with religious teachings.

The Islamic principle of obedience to leaders or *ulil amri* provides a theological basis for complying with school authority. The Qur'an commands

Muslims to obey Allah, the Messenger, and the leaders among them. Principals and teachers serve as leaders within the educational environment, possessing the authority to establish rules that ensure the smooth functioning of the teaching and learning process. Compliance with these figures is considered an act of obedience to Allah, provided the established rules do not conflict with Islamic law (Kamaludin et al., 2023). This understanding lends religious legitimacy to school rules, ensuring students do not perceive them as alien or merely coercive impositions. Instead, adherence to these rules is viewed as an expression of religious practice that earns spiritual reward from Allah. This approach mitigates student resistance to school regulations, as students recognize that violating the rules equates to transgressing religious teachings. This dual awareness reinforces the effectiveness of rules and regulations in fostering disciplined behavior.

Islamic teachings on ethics in dealing with others also play an important role in shaping the rules that govern social interactions at school. School rules often include guidelines on manners, respecting teachers, and behaving well toward classmates. All of these rules are in line with Islamic teachings, which emphasize the importance of noble character in daily interactions. (Romzi et al., 2024). A spiritual approach plays a role in developing a child's moral character and personality (Masfufah & Darmawan, 2023). The Prophet Muhammad SAW. was sent to perfect moral character, which serves as the foundation for the understanding that the primary goal of Islamic teachings is the cultivation of noble character. Such role models can serve as both a source of values and a powerful tool in building students' Islamic identity and moral development (Kurniati & Daraajatul, 2024). In the school environment, good character is demonstrated through polite behavior, not disturbing classmates while they are studying, and upholding the school's good reputation. Students who understand moral teachings will come to realize that adherence to social norms is part of religious requirements. Islamic religious education teachers have a great opportunity to integrate moral education into the rules and regulations in effect at school. School rules are no longer viewed as a list of prohibitions, but as a meaningful guide to life. This integration makes school rules a reflection of the Islamic values taught in the classroom.

The concept of *hisab*, or the reckoning of good deeds in Islam, lends a strong sense of accountability to every action. Students who believe that every action will be recorded and that they will be held

accountable for it in the afterlife tend to be more cautious in their actions. This belief fosters effective self-discipline, even in the absence of teacher supervision. School rules derive their ontological foundation from the concept of hisab, because violations of these rules have consequences not only in this world but also in the afterlife (Huda et al., 2020). Teachers can use this belief to instill the understanding that discipline is part of preparing for the afterlife. An awareness of accountability also encourages students to remind one another to do good, thereby creating an environment that fosters mutual support for adherence to the rules. Islamic teachings on accountability for one's deeds strengthen students' internal motivation to behave in a disciplined manner. This internal motivation is more enduring than external motivation, such as fear of punishment. School rules grounded in Islamic principles become more meaningful and effective in achieving their goals.

The method of imposing sanctions in Islam, known as ta'zir, provides guidelines on how punishments or reprimands are administered to those who violate the rules. Ta'zir is a form of punishment that is educational in nature and aims to correct behavior, not to seek revenge. In a school setting, the imposition of sanctions for violations of school rules should follow the principles of ta'zir namely, that they be proportionate, educational, and provide an opportunity for improvement. Punishments that are too severe or demeaning are contrary to Islamic teachings and can damage students' well-being. Conversely, mild but consistent punishments will help students recognize their mistakes and correct them (Umam & Inayati, 2023). Teachers and principals can follow the example of the Prophet Muhammad in gently and wisely correcting mistakes. This approach makes the process of enforcing discipline a part of character development, rather than merely a means of punishment. Students will accept disciplinary action with grace if they understand that it is for their own good. The Islamic teaching of ta'zir provides an ethical framework for the enforcement of discipline in schools.

Islamic teachings on cleanliness are also closely linked to school rules, particularly those regarding maintaining a clean environment. Islam regards cleanliness as an integral part of faith and requires its followers to always remain in a state of purity and cleanliness. School rules typically include guidelines on disposing of trash properly, cleaning classrooms, and taking care of school facilities. These rules are reinforced by Islamic teachings, which view cleanliness as an act of worship. (Mokhtar et al.,

2023). Students who understand the importance of cleanliness in Islam will take care of the school environment out of a sense of responsibility, not out of fear of punishment. They will view cleaning the school as part of practicing their religious teachings, which brings spiritual rewards. Islamic religious education teachers can teach hadiths about cleanliness and directly relate them to the school's cleanliness rules. This approach transforms routine activities into ones with spiritual value. Students will experience inner satisfaction when they keep the school clean as an expression of their religious devotion. The rules regarding cleanliness become more meaningful and relevant to them.

Punctuality is one of the values of discipline most emphasized in Islamic teachings. The Qur'an swears by time in several surahs, demonstrating how important time is in the Islamic view (Amir, 2014). Prayers performed at specific times teach students to value time and to follow a schedule with discipline. School rules regarding punctual attendance, submitting assignments by the deadline, and using study time effectively are in line with these teachings. Students who are accustomed to performing their religious duties on time will develop the habit of valuing time in other activities as well, including at school. Teachers can set an example of punctuality by arriving in class on time and ending lessons according to schedule. Students will naturally emulate this example through observation and imitation. Emphasizing the value of punctuality in Islamic religious education helps students view adherence to the school schedule as an act of worship. This awareness makes them more responsible for the time God has given them. The rules regarding time no longer feel like a burden, but rather as an opportunity for worship.

Islamic teachings on brotherhood, or ukhuwah islamiyah, provide a social foundation for adherence to the rules governing interpersonal relationships. Ukhuwah emphasizes that all Muslims are brothers and sisters, and therefore they must look out for and protect one another (Soleman & Hamja, 2022). In the school environment, ukhuwah is manifested in the form of reminding one another when a classmate breaks the rules, as well as helping one another in acts of kindness. School rules that prohibit bullying, insulting, or hurting classmates are strongly supported by the teachings of ukhuwah. Students who possess a sense of ukhuwah will feel that breaking rules that harm others means breaking the bonds of brotherhood. This awareness fosters a safe and mutually respectful school environment, where every student feels responsible for their own behavior

and that of their peers. Teachers can teach *ukhuwah* as a value that underlies all social interactions at school. The rules governing relationships among students are not imposed, but arise from a collective awareness of the need to maintain brotherhood. A climate built on the foundation of *ukhuwah* makes adherence to the rules a shared responsibility.

The Islamic principle of "*amar ma'ruf nahi munkar*" obligates every individual to promote good and prevent evil. This principle is highly relevant to the establishment of school discipline because it positions the entire school community as agents of social oversight. Students are not only responsible for their own behavior, but also have a moral responsibility to remind classmates who break the rules (Medet, 2023). School rules will be more effective if every student feels involved in enforcing them. Teachers can teach students that encouraging good deeds and discouraging bad ones must be done wisely and compassionately, in accordance with Islamic teachings. This approach prevents conflicts among students when they remind one another of the rules. The active participation of the entire school community in maintaining order fosters a sense of ownership regarding the rules in place. This sense of ownership makes the school rules a shared responsibility that must be upheld, rather than rules imposed by a particular party. The principle of "*amar ma'ruf nahi munkar*" strengthens the social foundation of compliance with school rules. Rules that are supported by a collective sense of responsibility will be more resilient in the face of various challenges.

In Islam, intention or a sincere intention, is a crucial element in every action, including compliance with school rules. The Prophet taught that every deed depends on its intention; therefore, compliance with school rules must be based on the right intention. Students who intend to follow the rules for the sake of Allah and to foster a positive learning environment will be rewarded for each act of obedience. A sincere intention transforms the act of following rules from a mere social obligation into a form of worship with spiritual value. This transformation has a significant impact on the consistency of students' disciplined behavior. They will remain compliant even when no one is watching, because their compliance is directed toward Allah. Islamic religious education teachers can guide students to set their intentions straight before engaging in any school activities. This guidance on setting intentions builds a solid moral foundation for fostering long-term discipline. The teaching on intention adds a spiritual dimension that strengthens the effectiveness of school rules. Discipline that stems

from sincere intention is more stable and authentic than discipline that stems from external pressure.

Islamic teachings on consultation provide a model for participatory decision-making, including in the formulation of school rules and regulations. In Islam, consultation is the recommended method for reaching a mutual agreement by involving all stakeholders. School rules developed through a consultative process involving students, teachers, and parents will be more readily accepted and followed. Students who are involved in formulating the rules will feel a sense of ownership over them and believe that the rules are fair. (Surip et al., 2019). This participation reduces feelings of stress and fosters a sense of responsibility for adhering to the school rules. Schools can adopt the principle of deliberation to revise the school rules so that they are more in line with Islamic values and the needs of students. The deliberation process also teaches students how to respect others' opinions and reach compromises. These skills are very useful for developing a responsible, democratic character. The principle of deliberation provides a procedural framework for establishing fair and participatory rules of conduct. Rules of conduct that emerge from deliberation carry strong moral legitimacy in the eyes of students.

The respect for parents taught in Islam also influences students' compliance with school rules, as parents play a role in either supporting or hindering the enforcement of those rules. Parents who understand the Islamic teachings on the importance of raising children with discipline will support the school's rules at home. They will ensure that their children arrive on time, wear neat uniforms, and complete their assignments. This parental support reinforces the school's influence in fostering discipline among students. Conversely, a lack of parental support can undermine the school's efforts; in fact, students may become confused when faced with differing rules at home and at school. Islamic religious education in schools can bridge this gap by teaching obedience to parents as part of religious instruction. Students will come to realize that obeying parents who support school rules is a religious commandment. This awareness helps harmonize the influences of the home and school environments in fostering discipline. Islamic teachings on obedience to parents have direct implications for the effectiveness of school discipline. Synergy between schools and parents is crucial to the success of instilling discipline in students.

The Prophet Muhammad's exemplary character as an *uswatun hasanah* or a good role model, provides a model of behavior that teachers and

students can emulate. The Prophet Muhammad was known as a person who was highly disciplined in performing acts of worship and keeping his promises, and who led with fairness. Teachers who take the Prophet Muhammad as their role model will educate their students with compassion and fairness, following the example set by the Prophet. Students will be more receptive to rules from teachers who treat them fairly and with care. (Hasanbasri & Roza, 2023). Students will also follow their teachers' example in adhering to school rules, because they see that their teachers respect those same rules. This process of learning by example is highly effective in fostering discipline because it occurs naturally and without coercion. The Prophet Muhammad also taught that a leader must be the best example for those he leads, so school principals and teachers bear a great responsibility in this regard. By consistently demonstrating disciplined behavior, teachers and principals provide tangible proof that Islamic teachings can be put into practice in daily life. This exemplary conduct serves as a moral force that shapes school discipline from within each individual.

Islamic teachings play a broad and multifaceted role in shaping school discipline. From the value of time, moral conduct, cleanliness, and accountability to the principles of consultation and setting a good example, each teaching makes a specific contribution to adherence to the rules. Islamic religious education in schools serves as a vehicle for transmitting these values to students through classroom instruction and daily practices within the school environment. The success of establishing classroom rules depends heavily on the teacher's ability to connect Islamic teachings with the specific rules in effect at the school. Effective integration will produce students who are disciplined out of spiritual awareness, not because of coercion. Discipline that stems from spiritual awareness will endure and extend beyond the students' school years. Islamic teachings not only shape students' disciplined behavior at school but also equip them with a disciplined character that they will carry throughout their lives. School rules built on the foundation of Islamic teachings will be more humane, fair, and effective in achieving national educational goals.

Fostering a Culture of Social Discipline through Islamic Religious Education

A culture of social discipline in the school environment does not develop spontaneously, but rather through a lengthy process involving various elements of education. Islamic religious education plays a central role in the process of shaping this

culture because it provides a comprehensive framework of values (Imamudin et al., 2022). The values taught in Islamic religious education encompass theological, ethical, and social aspects that are interrelated. These three aspects work together to foster a sense of discipline rooted in spiritual belief. Students who understand the relationship between religious devotion and adherence to social norms will develop consistent patterns of behavior. It is this consistency in behavior that ultimately fosters a culture of discipline within the school environment. The process of fostering a culture of discipline through Islamic religious education requires time and patience from all parties involved. Support from various parties in enforcing discipline plays an important role in shaping adolescents' social attitudes (Multihakiki et al., 2024). Teachers, principals, parents, and the community each have a role to play in supporting this process. In his study on school discipline policies, Fauzi (2010) found that teachers' active involvement in instilling religious values is positively correlated with students' level of compliance with school rules.

The development of a culture of social discipline through Islamic religious education begins with instilling individual awareness. Every student needs to realize that discipline is a religious requirement that must be fulfilled, not merely a man-made rule. This awareness is fostered through classroom instruction that connects religious studies to daily life at school (Rahmadani et al., 2024). Islamic religious education teachers have a responsibility to demonstrate the relevance of Islamic teachings to the various rules in effect at school. If students see a clear connection between what they learn in class and what they practice in the school environment, a sense of discipline will develop naturally. This process of raising awareness requires a variety of approaches so that it does not become tedious and is easy for students to understand. Lectures, discussions, case studies, and simulations are some of the methods that can be used to achieve this goal. The success of this stage is crucial to the success of the subsequent stages in fostering a culture of discipline.

Once individual awareness has been established, the next step is to instill disciplined behavior in daily school activities. Discipline is one of the key pillars in shaping students' character and moral values, and it also contributes to the quality of the educational process (Al Listy et al., 2024). Habituation is a highly effective method in Islamic education because it transforms conscious behavior into automatic habits. Religious activities such as praying in congregation, reading the Qur'an, and praying together are very

powerful means of instilling discipline. Students who are accustomed to performing prayers on time will carry that habit over into other activities, such as arriving at school on time. Habit formation is also fostered through routine activities such as morning assemblies, flag ceremonies, and structured extracurricular activities. Schools need to design a consistent schedule of activities so that students become accustomed to a regular routine. Consistency in habit formation will strengthen the internalization of disciplinary values in students. Teachers and school staff must also serve as role models in practicing these disciplined habits, as setting a good example is a crucial component of the habit-forming process.

A culture of social discipline is formed when individual disciplined behavior has become a collective norm accepted by the entire school community. This collective norm emerges through the ongoing process of social interaction within the school environment. Students observe and imitate the behavior of their peers, especially those considered role models. Teachers and principals, as authority figures, have a significant influence on shaping these collective norms. If teachers and principals consistently enforce rules and demonstrate disciplined behavior, students will follow their example. (Bulach et al., 2011). Conversely, inconsistency on the part of the authorities will undermine the process of establishing collective norms. In his study on the relationship between perceptions of Islamic education and compliance with school rules, Khazain (2010) asserts that students' perceptions of teachers' consistency in enforcing rules have a significant impact on their level of compliance. All members of the school community must work together to create an environment that fosters a culture of discipline.

The role of Islamic religious education in shaping a culture of social discipline is not limited to ritual worship, but also encompasses muamalah, or interpersonal relationships. Islamic teachings on justice, mutual aid, and respect for the rights of others provide the foundation for creating an orderly social environment at school. Students who understand the teachings of muamalah will realize that violating rules that harm others is an act that is not permitted in Islam. This awareness encourages them to conduct themselves in a way that does not disturb the comfort of others. A culture of social discipline built on the foundation of muamalah will foster a harmonious and mutually respectful school environment. Conflicts among students can be minimized because each individual is aware of the boundaries of their social rights and responsibilities. Islamic religious

education teachers have a great opportunity to teach the values of muamalah in a practical way through concrete examples that occur within the school environment. This approach makes religious education more meaningful and relevant to students' lives.

Fostering a culture of social discipline through Islamic religious education also requires the support of a fair system of rewards and sanctions. This system must be consistent with Islamic principles of justice and the public good. Rewards are given to students who consistently demonstrate disciplined behavior, while disciplinary actions are taken against rule-breakers in an educational and proportionate manner (Aquil et al., 2024). The sanctions imposed should be aimed at correcting behavior, not at punishing or humiliating students. This approach is consistent with the concept of ta'zir in Islam, which emphasizes the educational aspect of imposing sanctions. Ethical values embedded in a school's organizational culture function as an internal instrument for resolving conflicts constructively, which strengthens the credibility of a reward and sanction system applied consistently (Khayru et al., 2021). A fair system of rewards and consequences will increase students' trust in school rules and encourage voluntary compliance. When students feel that the system is fair, they will be more motivated to follow the rules without feeling forced to do so. Teachers and principals must ensure that this system is implemented transparently and consistently for all students, without exception.

Parental involvement in the process of fostering a culture of social discipline is a factor that cannot be overlooked. Islamic religious education in school will be more effective if it is supported by consistent religious education at home. Parents who instill values of discipline in family life will reinforce what is taught in school. Conversely, a disconnect between the values taught at school and at home can confuse students and undermine efforts to instill discipline. Schools need to foster good communication with parents through regular meetings, communication books, or joint activities. Policies built with attention to local cultural values tend to be accepted more readily by families, since they resonate with habits already practiced at home (Mardikaningsih & Darmawan, 2023). Parents also need to be made aware of the importance of supporting the school's discipline program from home. Parental support can include supervising their children's study time at home, ensuring they complete their assignments, and instilling disciplined habits from an early age. Synergy between schools and parents will create a consistent and conducive educational environment

for fostering a culture of social discipline.

The culture of social discipline fostered through Islamic religious education is also influenced by the social environment surrounding the school. A religious environment that upholds the values of discipline will support the school's efforts to shape students' character (Harianto, 2023). Conversely, an environment that places little emphasis on the value of discipline can be a significant obstacle. Students spend most of their time outside of school, so the influence of their surroundings has a profound effect on their behavior. A reference group with strong social influence can shape students' achievement motivation, either reinforcing or weakening the discipline instilled at school (Issalillah & Khayru, 2021). Schools need to establish partnerships with community leaders, religious leaders, and social organizations to create an environment that fosters discipline. Religious activities such as religious study groups, celebrations of major Islamic holidays, and social activities can serve as a means of reinforcing the values of discipline outside of school. Students' participation in these activities will broaden their experience in practicing Islamic teachings within their surroundings. The development of a culture of discipline does not stop at the school setting but extends to the broader environment.

The instructional media used in Islamic religious education also influence the effectiveness of fostering a culture of social discipline. The use of varied and engaging media can enhance students' understanding of the material being taught. Visual, audio, and audiovisual media can help students understand the concept of discipline more easily and enjoyably. Stories about disciplined Islamic figures, such as the Prophet's companions and early scholars, can serve as concrete examples for students. Documentaries about life in Islamic boarding schools or Islamic schools that enforce strict discipline can also provide a realistic picture of disciplinary practices in Islamic education. The application of e-learning in Islamic religious education has been shown to widen access to learning materials and make lessons more flexible for students to follow (Djazilan & Hariani, 2022). The use of technology in learning, such as interactive presentations and educational videos, can make disciplinary material more engaging and easier to remember. Technology-based learning can enhance students' skills, especially when supported by adequate digital literacy and innovatively designed learning models (Darmawan et al., 2024). Islamic religious education teachers need to continually develop their ability to use a variety of teaching media that are in line with

the times. Innovation in teaching media will make the process of internalizing the values of discipline more effective and enjoyable for students.

Evaluations of the development of a culture of social discipline through Islamic religious education should be conducted periodically to measure the progress that has been made. These evaluations can be carried out through observation of students' behavior, self-assessment, and peer assessment (Hasibuan et al., 2024). The evaluation results are used to identify weaknesses and strengths in the process of fostering a culture of discipline. Schools can make improvements to programs that are not yet functioning optimally based on these evaluation findings. Continuous evaluation paired with public awareness efforts has proven effective in driving lasting behavior change through education (Gautama & Mardikaningsih, 2022). The participation of the entire school community in the evaluation process will foster a greater sense of ownership of the discipline program being developed. Islamic religious education teachers can use the results of the evaluation to adjust their teaching methods to make them more effective in instilling the value of discipline. Through comprehensive and ongoing evaluation, schools can ensure that the development of a culture of social discipline proceeds in line with the intended goals. This evaluation process makes the development of a culture of discipline a dynamic and ever-evolving process.

The challenges involved in fostering a culture of social discipline through Islamic religious education cannot be ignored, even though the research question in this study does not focus on obstacles. Technological advancements and the influence of global culture introduce new values that sometimes conflict with the values of discipline taught in schools. The misuse of technology will pose its own challenges to the process of fostering a culture of discipline among students (Darmawan & Fajar, 2024). Students are exposed to a variety of social media content that can influence their perceptions of discipline and adherence to rules. Schools need to address this challenge wisely without neglecting the fundamental values they have taught. A sound human capital management framework can equip schools with the capacity needed to adapt their teaching methods amid rapid social change (Darmawan, 2021). Islamic religious education must be able to provide students with a strong moral filter to screen out negative external influences. Strengthening the values of discipline through Islamic religious education is becoming increasingly important amid the accelerating tide of globalization. Schools need to continue innovating in their teaching methods to

remain relevant in the modern world without losing the essence of Islamic teachings. With an adaptive and flexible approach, Islamic religious education can remain a cornerstone in fostering a culture of social discipline within the school environment.

A culture of social discipline fostered through Islamic religious education has a far-reaching impact on the overall quality of education. A disciplined school environment creates a conducive and safe learning atmosphere for all students (Wafa et al., 2021). Islamic religious education implemented consistently also lays the foundation for a peaceful school culture and helps prevent conflict among students (Subiyono & El-Yunusi, 2025). Students can concentrate on their studies without being distracted by their classmates' undisciplined behavior. Teachers can also carry out their teaching duties more effectively in a disciplined and orderly environment. Students' academic performance tends to improve when they study in a disciplined and structured environment. A culture of discipline also helps shape students' character, fostering responsibility and independence qualities that will be very useful in their future lives. Graduates of schools with a strong culture of discipline will be better prepared to face the challenges of the workplace and daily life. Fostering a culture of social discipline through Islamic religious education is not merely a short-term goal, but a long-term investment in students' futures. Schools that succeed in building a strong culture of discipline will produce a generation that excels in various aspects of life.

The development of a culture of social discipline through Islamic religious education involves various factors that are interrelated and influence one another. From fostering individual awareness, cultivating behavioral habits, establishing collective norms, implementing a system of rewards and sanctions, involving parents, the influence of the social environment, the use of educational media, to ongoing evaluation each factor plays a crucial role. Islamic religious education provides a comprehensive framework of values for integrating all these factors into a cohesive whole. The success of fostering a culture of social discipline depends heavily on the commitment and consistency of all parties involved in the educational process. Islamic religious education teachers bear a great responsibility as the vanguard in transmitting the values of discipline to students. However, support from school principals, parents, and the community is also crucial to the success of these efforts. A culture of discipline that is developed through a lengthy process involving many stakeholders will be stronger and more enduring than one that is imposed from above.

A collaborative and participatory approach is highly recommended in fostering a culture of social discipline within the school environment.

CONCLUSION

Islamic teachings play a significant role in shaping school discipline through the values they embody, such as punctuality, cleanliness, noble character, accountability for one's actions, and obedience to leaders. These values provide a theological and moral foundation for students' compliance with school rules, so that compliance is no longer based on fear of punishment but rather on a spiritual awareness rooted in religious belief. Islamic religious education serves as a bridge connecting school rules with religious precepts, making school regulations an integral part of the practice of Islamic teachings. The development of a culture of social discipline through Islamic religious education has been shown to involve a complex and multi-layered process, ranging from instilling individual awareness and fostering behavioral habits to establishing collective norms and providing support through a fair system of rewards and sanctions. The success of fostering a culture of discipline depends heavily on teachers' consistency, parental involvement, support from the community, and the use of a variety of learning materials. All members of the school community including students, parents, and the community at large, must work together synergistically to create an environment that supports the internalization of discipline values based on Islamic teachings. Islamic religious education serves as the primary means of fostering order and a culture of social discipline within the school environment.

For Islamic religious education teachers, the findings of this study emphasize the need to integrate Islamic teachings with the specific rules in effect at school, so that students can see a direct connection between religious education and daily life. Teachers need to develop teaching methods based on habit formation and setting a good example rather than merely lecturing, so that the internalization of the value of discipline can take place effectively. For school principals and educational institution administrators, this study provides a foundation for developing school rules based on Islamic values and involving the participation of the entire school community through a consultative process. Disciplinary policies developed through a participatory approach will foster a sense of ownership among students and increase their compliance with applicable rules. For parents, the findings of this study underscore the

importance of providing support at home for the school's discipline program, as Islamic religious education in school will be more effective if supported by a family environment that is in alignment with it. For policymakers, this study provides insights for developing an Islamic religious education curriculum that is more practical and integrated with school discipline programs. Thus, the findings of this study can serve as a practical guide for improving character education in Indonesia.

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