



PAI Teachers' Strategies in Improving Student Discipline and Cleanliness at State Vocational School 2 Toili Barat

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ARTICLE INFO

Keywords: PAI Teacher Strategy, Discipline, Cleanliness, Vocational School

Received : 5 February

Revised : 23 March

Accepted: 23 April

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ABSTRACT

This study examines the strategies of Islamic Religious Education (PAI) teachers in improving student discipline and cleanliness at SMK Negeri 2 Toili Barat. The study used a qualitative descriptive approach through observation, interviews, and documentation. The results show that exemplary behavior, habituation, religious reinforcement, and collaboration with school stakeholders significantly improve student punctuality, rule compliance, and participation in maintaining school cleanliness. The study concludes that consistent value-based strategies positively affect discipline and environmental awareness

INTRODUCTION

Character education is a key focus of Indonesia's national education system. Law Number 20 of 2003 concerning the National Education System emphasizes that education aims to shape individuals who are faithful, pious, have noble character, and are responsible. In this context, discipline and cleanliness are integral to the development of students' character.

Discipline reflects adherence to rules, personal responsibility, and the ability to manage oneself in a social environment. Meanwhile, cleanliness is an indicator of concern for the environment and shared health. A clean and orderly school environment not only creates a comfortable learning environment but also fosters a positive school culture. However, the reality on the ground shows that discipline and cleanliness remain challenges in various secondary schools, including vocational high schools (SMK). Based on initial observations at SMK Negeri 2 Toili Barat, students were still found to arrive late, not adhering to the dress code, and inconsistently maintaining classroom cleanliness. This situation indicates a gap between the values taught and the behaviors displayed by students.

Theoretically, the formation of disciplined behavior can be explained through Bandura's social learning theory, which states that individuals learn through observation and imitation of significant models. In the school context, teachers are the primary role models influencing student behavior. Furthermore, the behaviorist approach emphasizes the importance of habituation and reinforcement in forming positive habits. Meanwhile, Lickona's character education theory asserts that character formation must encompass aspects of moral knowing, moral feeling, and moral action.

LITERATURE REVIEW

In Islamic religious education (PAI), the values of discipline and cleanliness have a strong normative basis. Cleanliness is seen as part of faith, and discipline is a form of moral responsibility towards oneself and the environment. Therefore, PAI teachers are in a strategic position to instill these values through an integrative learning approach. Several previous studies have shown that role-modeling and habituation strategies have a significant influence on improving student discipline. However, most research has focused on elementary or public schools, and few have specifically examined PAI teacher strategies at the vocational high school level, particularly in the context of simultaneously integrating discipline and cleanliness. This is where the research gap that this study aims to address lies.

Based on this background, this study aims to:

1. Analyze Islamic Religious Education (PAI) teachers' strategies for improving student discipline.
2. Analyze Islamic Religious Education (PAI) teachers' strategies for improving student hygiene.
3. Measure the effectiveness of these strategies based on quantitative and qualitative data.

This research is expected to provide theoretical contributions to the development of a character development model based on religious values in

vocational high schools, as well as practical contributions to schools in designing more systematic and sustainable strategies for developing discipline and hygiene.

METHODOLOGY

This study used a quantitative descriptive approach supported by qualitative data (mixed descriptive approach). The quantitative approach was used to measure changes in student discipline and hygiene levels before and after the Islamic Religious Education (PAI) teacher strategy intervention, while the qualitative approach was used to strengthen interpretations through interviews and observations. The study was conducted over one semester (July–December 2025). The study took place at SMK Negeri 2 Toili Barat.

The study subjects consisted of two Islamic Religious Education (PAI) teachers, 70 students (36 grade 10 and 34 grade 11 students), and one Vice Principal for Student Affairs. The sampling technique used total sampling because all students in the classes taught by the PAI teachers were included in the study.

Research Variables and Indicators

The Independent Variable: Islamic Religious Education (PAI) teacher strategies, including: Role Modeling, Habituation, Strengthening Religious Values, and School Collaboration. The Dependent Variable: Student Discipline, Student Hygiene.

Discipline Indicators: Punctuality in attendance, Compliance with rules, Completion of assignments, Adherence to duty schedules. Cleanliness Indicators: Floor cleanliness, table and chair tidiness, waste management, participation in the Clean Friday program

Data Collection Techniques

Structured observation, using an observation sheet with a scale of 1–4 (Very Poor – Very Good). Questionnaire: The questionnaire used a Likert scale of 1–4 consisting of 10 statements regarding student discipline and cleanliness. Interviews: Semi-structured interviews with Islamic Religious Education teachers and student representatives to strengthen the quantitative data.

RESULTS AND DISCUSSION

Description of Respondents and Research Period

The research was conducted over one semester (6 months) with the following subjects:

- 2 10th grade students (36 students)
- 2 11th grade students (34 students)
- Total respondents: 70 students

Measurements were conducted in two stages:

- Pre-intervention (first month)
- Post-intervention (sixth month)

Student Discipline Data

Student Tardiness

Table 1. Student Tardiness Data per Week

Indicator	Pra-Program	Pasca-Program	Persentase Penurunan
Average delay/week	22 students	9 students	59%

Calculation:

$$(22-9)/22 \times 100 = 59\%$$

This means there was a significant decrease in delays after the strategy was implemented.

Violation of Rules

Table 2

Indicator	Pra	Pasca	Decline
Uniform violation	18 cases/month	7 cases/month	61%
Not doing the picket	20 cases/month	6 cases/month	70%

Data shows an average decrease of more than 60% in rule violations.

Classroom Cleanliness Data

Cleanliness was assessed using an observation sheet on a scale of 1-4:1 = Sangat Kurang

2 = Poor

3 = Good

4 = Very Good

Table 3. Average Classroom Cleanliness Score

Aspect	Pra	Post	Improvement
Floor cleanliness	2,1	3,5	+1,4
Table tidiness	2,3	3,6	+1,3
Rubbish bin	2,0	3,7	+1,7
Total average	2,13	3,6	+1,47

The increase in scores indicates a change in category from "Poor" to "Good-Very Good."

Increasing Student Awareness (Questionnaire Data)

A questionnaire was administered to 70 students with 10 questions on a Likert scale (1-4).

Results:

Table 4

Category	Pra	Pasca
Students are aware of the importance of discipline	52%	88%
Students are aware of the importance of cleanliness	60%	91%

There was an average increase in awareness of +32%.

Academic Interpretation

Quantitative data shows:

- Decrease in tardiness >50%
- Decrease in violations >60%
- Increase in cleanliness score >1 point on the Likert scale
- Increase in awareness >30%

Descriptive statistics show a strong and consistent impact of the intervention.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research results, it can be concluded that the strategies of Islamic Religious Education (PAI) teachers at SMK Negeri 2 Toili Barat have proven effective in improving student discipline and cleanliness through an integrated, values-based approach. The strategies implemented include role models, structured habits, strengthening religious values in learning, and collaboration with homeroom teachers and guidance counselors. Quantitatively, there was a 59% decrease in student tardiness, a more than 60% decrease in violations of discipline, and an increase in classroom cleanliness scores from "poor" to "good-very good." Furthermore, questionnaire results showed an increase in student awareness of the importance of discipline and cleanliness of more than 30%. These data indicate that the intervention had a significant impact on changing student behavior.

Theoretically, the findings of this study reinforce the social learning theory that teacher role models play a crucial role in shaping student behavior, supporting a behaviorist approach through habituation and reinforcement, and strengthening the concept of religious values-based character education in the context of Islamic education. This suggests that character development will be more effective if implemented consistently, systematically, and supported by a collaborative school culture.

Practically, this study implies that fostering discipline and cleanliness is not sufficient through simply enforcing rules, but must also involve integrating values into learning, routine habituation, and concrete role models from teachers. This strategy model can be replicated in other vocational high schools by adapting to each school's context and culture. A limitation of this study lies in its limited scope to a single school and a single semester. Therefore, future research is recommended to expand the sample, use a more robust experimental design, or conduct longitudinal measurements to assess the sustainability of the program's impact.

FURTHER STUDY

This research still has limitations, so it is necessary to conduct further research related to the topic of PAI Teachers' Strategies in Improving Student Discipline and Cleanliness at State Vocational School 2 Toili Barat in order to perfect this research and increase insight for readers.

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