

## The Influence of Madrasah Culture on Student Discipline at an Islamic Junior High School in Makassar

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Received May 19, 2024; Revised December 12, 2024; Accepted December 25, 2024  
Available Online: December 31, 2024

### Abstract:

Madrasah culture encompasses the values, beliefs, attitudes, and behaviors that are regularly patterned and reflect habits aimed at adapting to the environment, as well as the madrasah's perspective on problem-solving. These cultural elements are shaped through the institution's history and experience. This paper presents the findings of research that investigates the extent to which madrasah culture influences student discipline. The study employs an ex post facto design with a quantitative approach. The research sample consisted of students from a madrasah in Makassar City, selected through simple random sampling. Data were collected via questionnaires and analyzed using both descriptive and inferential statistics. The results indicate a significant influence of madrasah culture on student discipline. These findings underscore the importance of strengthening student discipline through the cultivation of madrasah culture, particularly within the context of the studied institution.

### Abstrak:

Budaya madrasah mencakup nilai-nilai, keyakinan, sikap, dan perilaku yang terpolakan secara rutin, mencerminkan kebiasaan untuk beradaptasi dengan lingkungan, serta perspektif madrasah dalam memecahkan masalah. Elemen-elemen budaya ini terbentuk melalui sejarah dan pengalaman institusi tersebut. Artikel ini menyajikan hasil penelitian yang bertujuan untuk mengkaji sejauh mana budaya madrasah memengaruhi disiplin siswa. Penelitian ini menggunakan desain ex post facto dengan pendekatan kuantitatif. Sampel penelitian terdiri dari siswa di sebuah madrasah di Kota Makassar, yang dipilih melalui teknik pengambilan sampel acak sederhana. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan statistik deskriptif dan inferensial. Hasil penelitian menunjukkan adanya pengaruh budaya madrasah terhadap disiplin siswa. Temuan ini menekankan pentingnya memperkuat disiplin siswa melalui budaya madrasah yang telah dibangun, khususnya dalam konteks institusi yang diteliti.

### Keywords:

Discipline, Madrasah Culture, Students

**How to Cite:** Sulaiman, U., Djafar, H., Mihrani, & Mundzir, C. (2024). The influence of madrasah culture on student discipline at an Islamic Junior High School in Makassar. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah dan Keguruan*, 27(2), 480-498. <https://doi.org/10.24252/lp.2024v27n2i12>.

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## Introduction

The National Character Revolution is one of the nine priorities outlined by President Jokowi through the National Mental Revolution Movement. The instrumental strategic values of the mental revolution consist of integrity, work ethic, and mutual assistance, which are internalized into the development of new behaviors aimed at realizing a dignified, modern, advanced, prosperous, and wealthy Indonesia based on Pancasila (Rachman, Putro, Rusandi, & Situmorang, 2024). The mental revolution focuses on human development through education (Kristiawan, 2016), emphasizing character building and personality development as key factors in shaping national identity (Sadowski, 2016).

Education serves as a medium for improving individuals and plays a crucial role in shaping students' character (Blessinger & Carfora, 2015). Character is a distinctive trait that becomes part of the identity of an individual, family, or community. It also reflects a consistent and predictable pattern of behavior (Fahmy, Bachtiar, Rahim, & Malik, 2015). Character building shapes one's personality, and its outcomes can be observed in daily behavior and actions (Dai, Zhao, Jin, Cai, Zhang, Yang, & Li, 2019; Wagner & Ruch, 2023; Kuriakose & Jena, 2024). Character development involves the internalization of values, which serve as an educational metric, particularly human values. These values are essential in fostering humane character traits (Pantaléon, Chataigné, Bonardi, & Long, 2019; Espinosa & González, 2024; Leijen & Herk, 2025). A person's character is shaped through learning experiences within their environment. One of the key environments that influence character development is the school or madrasa (Mujadidi, 2022). Schools, as institutions dedicated to achieving educational goals, embody values and norms that are deeply embedded in the school community and are adapted to meet the challenges posed by changes in school performance and culture (Endrimon, Rusdinal, Marsidin, & Zaim, 2019). In its development, madrasas have emphasized character education, religious instruction, and moral education as central to their approach to character building (Fakhrurrazi, Hamzah, Herryani, Suherlan, & Desy, 2022).

A primary goal of education is the development of moral values. This development has proven to be an effective solution for reducing and preventing immoral behavior among students (Prisacariu & Shah, 2016; Akram, Al-Adwan, Aslam, & Khan, 2023; Darkembayeva, Butabayeva, Urazaliyeva, Sultanova, & Konysbayeva, 2023). Through education, students are guided to become individuals with noble character, cultivating positive behaviors. One way to foster moral values and encourage positive behavior in students is through teaching discipline as part of character building. Strengthening character development in madrasas can be implemented through three primary programs: 1) the quality of school programs, including both input quality and

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extracurricular activities; 2) the cultivation of a religious school culture, which emphasizes religious character, openness, empathy, togetherness, and cooperation; and 3) the development of a discipline culture focused on building character, including religious devotion (Sudaryono & Aryani, 2021).

Numerous studies highlight discipline as a fundamental characteristic for students, with school culture playing a key role in its development. Dobson & Dobson (2021) and Rosadi (2023) asserts that character values, including discipline, can be effectively implemented through school culture via routine, spontaneous, and scheduled activities. However, this process requires collaboration between the school, teachers, and students to be optimally effective. Similarly, research by Chikkatur (2014), Naum (2018), and Gregory, Osher, Bear, Jagers, & Sprague (2021) suggests that school culture significantly influences the strengthening of religious and disciplined character traits. A study by Sari, Pratiwi, & Martiana (2019) concluded that school culture prioritizes discipline, which is reflected in the establishment of the school's vision.

The importance of reinforcing disciplinary values is underscored by the increasing prevalence of deviant behavior, which contradicts the principles of self-discipline (Asih & Sunarso, 2020). Undisciplined behavior is commonly observed in school environments, with various issues arising in the education system. These include violations of school rules, the use of narcotics and illicit drugs, violent clashes, and peer groups exhibiting aggressive behavior. Alfansyur & Andaursni (2021) identify seven moral crises in Indonesian society: 1) low honesty, 2) low responsibility, 3) lack of foresight, 4) low discipline, 5) lack of togetherness, 6) unfulfilled justice, and 7) a crisis of care. According to Wuryandani, Maftuh, & Budimansyah (2014), examples of students' undisciplined behavior include arriving late to school, wearing incomplete uniforms as required by school rules, sitting or walking inappropriately, stepping on plants marked with "Do not step on the plants" signs, littering, defacing walls, submitting assignments late, and wearing uniforms that do not adhere to the established rules.

The same issue is observed among students in the madrasah environment. On-site observations reveal that not all students consistently adhere to discipline values. For instance, some students submit assignments late, frequently break school rules, such as arriving late, littering, failing to attend the Dhuha (morning) and Dzuhur (noon) congregational prayers, and missing the Monday flag ceremony. These phenomena suggest the emergence of challenges related to moral decline among adolescents, particularly school-aged students. They highlight the critical importance of integrating discipline into school learning processes. The prevalence of undisciplined behavior indicates significant challenges in cultivating student discipline. The occurrence of such behaviors suggests that the character education students receive does not always result in positive changes in their daily actions (Efianingrum, 2007).

Madrasah serves as a key environment for passing on cultural values across generations (Mahsusi, Hudaa, Fahmi, Kusen, Haryanti, & Wajdi, 2024). The culture within madrasahs is complex, shaped by traditions and rituals that have evolved over time through the contributions of teachers, students, parents, and staff (Dauenhauer,

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McMullen, Krause, Ha, Paulson, Becerra, Pena, & Miele, 2024). The complexity of madrasah culture arises from the interaction of these various elements—teachers, students, parents, and staff—each playing a role in forming and perpetuating traditions and rituals. Over time, these values, norms, and habits evolve, influencing one another and contributing to a dynamic and multifaceted cultural system. The beliefs, attitudes, behaviors, and values that shape madrasah culture are essential components in the development of student character. The behavior of madrasah community members is deeply influenced by this culture. The quality and diversity of madrasah culture are largely shaped by the leadership of the madrasah head (Abdullah, 2019), and these cultural dynamics are reflected in the way the madrasah manages the learning environment, the relationships within the madrasah community, and the reinforcement of religious and social values. Each madrasah, therefore, has its unique characteristics based on its values, traditions, and atmosphere, all of which are influenced by the vision and policies of the madrasah principal. A well-developed madrasah culture, based on dignified habits and an emphasis on students' roles as educational partners, aims to provide students with the tools, protection, and participation necessary for their growth and success within the madrasah community (Kusdaryani, Purnamasari, & Damayani, 2016).

School culture encompasses all the underlying aspects—behaviors, habits, traditions, and characteristics—practiced by the school community, including principals, teachers, administrative staff, and students, as natural behaviors performed with full awareness (Chervel, 2016). School culture guides how the school community approaches problem-solving and establishes norms for behavior. It serves as a framework that shapes the actions and attitudes of all members of the school community. School culture refers to the collective life system within the institution, regarded as a set of norms or patterns of behavior that everyone must adhere to. It also dictates how problems are solved within the school setting (Moran, Walsh, & Sloan, 2025). For instance, in the case of student disputes, a culture that prioritizes deliberation and consensus can encourage students to resolve conflicts through discussion and cooperative problem-solving, rather than resorting to violence. Similarly, if issues related to discipline arise, a culture that emphasizes responsibility and exemplary behavior from teachers can motivate students to improve their conduct in a constructive manner. Thus, madrasah culture plays a critical role in guiding the attitudes and behaviors of school members in addressing and resolving problems.

Several previous studies have explicitly documented the influence of school or madrasah culture on student discipline (Puteri & Roesminingsih, 2019; Inayati, Albar, Suwargianti, & Astuti, 2020; Alafi, 2023; Marzuki, Ismail, & Anis, 2023). For example, Puteri & Roesminingsih (2019) found that school culture had a significant impact on students' disciplinary attitudes, accounting for 13.6% of the variance. The aspects of school culture that influenced discipline included trust, while the discipline aspect was specifically related to worship. Inayati, Albar, Suwargianti, & Astuti (2020) revealed that the pesantren environment had a 22% effect on student discipline. Similarly, Alafi (2023)

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demonstrated that school culture contributed 13.4% to student self-discipline. Marzuki, Ismail, & Anis (2023) found that madrasah culture had a moderate influence on disciplinary character, with an average effect of 53.5%, indicating a notable but not overwhelming impact.

While previous studies have explored the relationship between madrasah culture and student discipline, there remains a need for further research. Differences in location and research subject characteristics mean that the results of these studies may not be fully applicable across different contexts. Therefore, conducting research in different locations and with different populations is essential for more generalizable findings. This study seeks to examine the influence of madrasah culture on the discipline of students in a madrasah in Makassar City. Specifically, it explores key aspects of madrasah culture, including: leadership (which encompasses the madrasah principal's role in fostering a positive cultural environment); madrasah culture (comprising the habits, traditions, and practices that reflect the institution's identity); values (which include the religious and moral principles that are instilled within the madrasah); and the environment (encompassing the physical and social conditions that support the development of a culture of discipline).

In this study, student discipline is measured through the following indicators: attendance and punctuality, reflecting students' commitment to timely participation in school activities; readiness and orderliness in bringing learning materials, indicating students' responsibility for their learning needs; compliance with madrasah rules, representing behavior aligned with established norms; respect for teachers and peers, demonstrating positive social interactions; communication skills, reflecting students' ability to interact effectively and politely; adherence to school uniforms, signaling respect for institutional norms; and compliance with assignments and tests, illustrating students' commitment to academic success.

By examining these elements, this research aims to better understand how the various facets of madrasah culture influence student discipline. The findings from this study are expected to enrich our understanding of the role of madrasah culture in shaping student discipline and contribute to the existing body of empirical evidence on the topic.

## **Research Method**

This study employed an ex post facto research design with a quantitative approach, where the researcher does not manipulate or intervene with the variables under investigation but instead analyzes existing data to systematically examine events that have already occurred. The research was conducted in a madrasah setting, focusing on two primary variables: the independent variable, madrasah culture (X), and the dependent variable, student discipline (Y). The purpose of the research was to determine the effect of madrasah culture (X) on student discipline (Y).

A simple random sampling technique was used to select the study participants, with a total of 62 students included in the sample. Data were collected using two

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questionnaires: one assessing madrasah culture and the other measuring student discipline. Prior to data collection, validity and reliability tests were conducted to ensure the instruments were appropriate for the study. The questionnaires were structured on a Likert scale with four response options, assigned numerical values of 4, 3, 2, and 1 for positive statements, and 1, 2, 3, and 4 for negative statements.

Madrasah culture was measured across four dimensions: leadership, madrasah culture, values, and environment, with a total of 22 items. Student discipline was assessed using seven indicators: attendance and punctuality, readiness and orderliness in bringing learning materials, compliance with school rules, respect for teachers and classmates, communication proficiency, adherence to school uniforms, and compliance with assignments and tests. These indicators were also measured using 22 items, bringing the total number of questionnaire items to 44. Finally, the collected data were analyzed using both descriptive and inferential statistics, with simple linear regression analysis used to examine the relationship between madrasah culture and student discipline.

## Results and Discussion

### Result

#### *Descriptive Statistical Analysis*

#### **Description of Madrasah Culture at the Observed School**

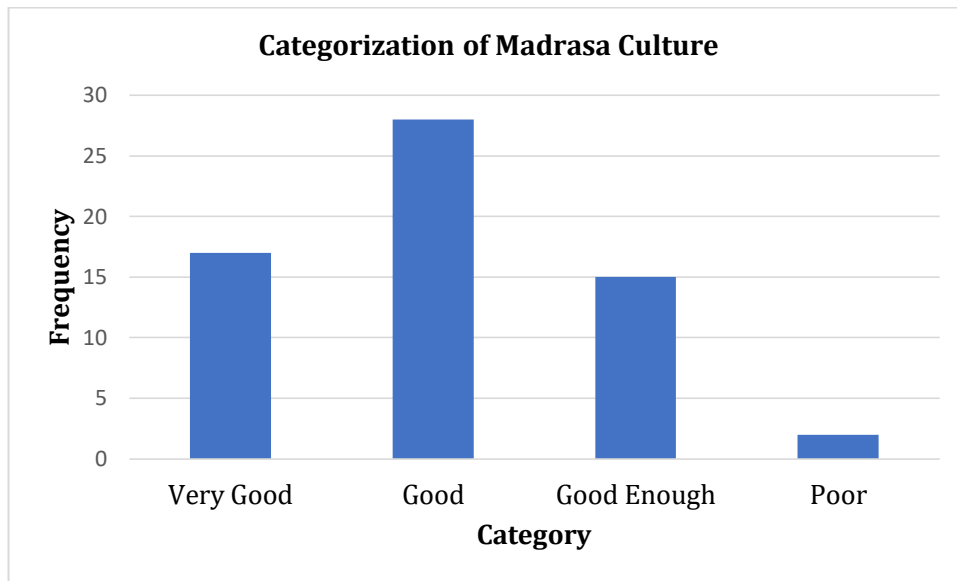
The data on madrasah culture were gathered using a dedicated questionnaire. The highest score recorded was 96, while the lowest score was 59. The descriptive statistical analysis revealed an average score of 83.29, a standard deviation of 8.17, a mode of 82, and a median of 82.5.

To provide a clearer understanding, the categorization of madrasah culture was carried out and is presented in Table 1:

**Table 1.** The Categorization of Madrasah Culture at the Observed School

No.	Category	Interval	Frequency	Percentage
1	Very Good	89 – 98	17	27.42
2	Good	79 – 88	28	45.16
3	Good Enough	69 – 78	15	24.19
4	Poor	59 – 68	2	3.23
<b>Total</b>			<b>62</b>	<b>100</b>

To describe the categorization data of madrasa culture at the school clearly, then a bar chart representing this categorization is shown in Figure 1.



**Figure 1.** Categorization of Madrasa Culture

The data presented in Table 1 and Figure 1 show that the madrasa culture in this setting falls predominantly in the "Good" category, with 28 students (45.16%) rated as "Good." Additionally, 17 students (27.42%) were classified as "Very Good," while 15 students (24.19%) were categorized as "Good Enough." Only 2 students (3.23%) were classified as "Poor." Overall, these results indicate that the madrasa culture in this institution is generally in the "Good" category, with an average score of 83.29.

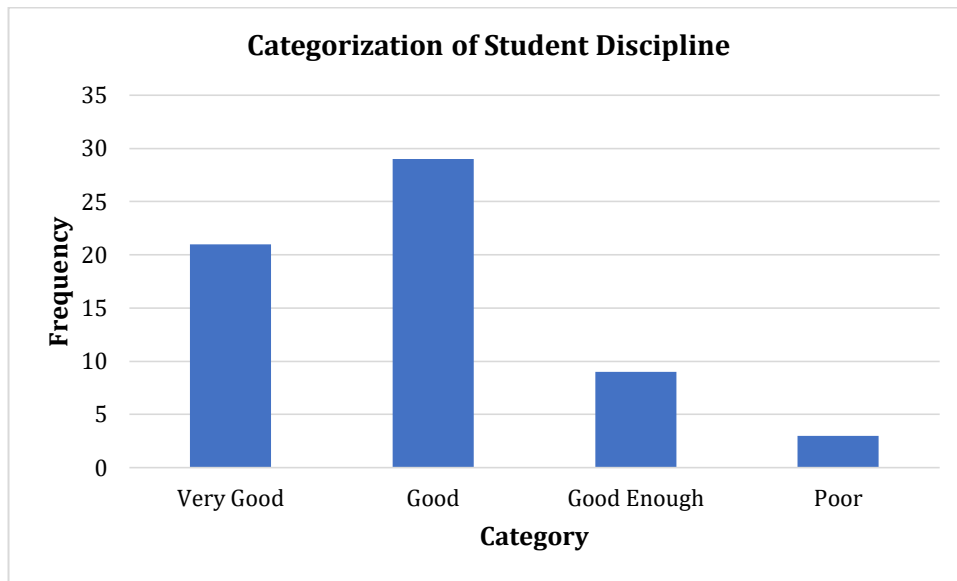
### Description of Student Discipline at the School

Student discipline data were obtained using a separate student discipline questionnaire. The highest score recorded was 96, and the lowest score was 62. The descriptive statistical analysis revealed an average score of 85.15, a standard deviation of 7.83, a mode of 96, and a median of 85. The categorization of student discipline is presented in Table 2:

**Table 2.** Categorization of Student Discipline at the Observed School

No.	Category	Interval	Frequency	Percentage
1	Very Good	89 - 97	21	33.87
2	Good	80 - 88	29	46.77
3	Good Enough	71 - 79	9	14.52
4	Poor	62 - 70	3	4.84
<b>Total</b>			62	100

This categorization is also presented in Figure 2:



**Figure 2.** Categorization of Student Discipline

From the data in Table 2 and Figure 2, it can be seen that the majority of students (29 students, 46.77%) fall into the "Good" category, while 21 students (33.87%) were rated as "Very Good." Nine students (14.52%) were categorized as "Good Enough," and 3 students (4.84%) were in the "Poor" category. These results suggest that, in general, student discipline is rated as "Good," with an average score of 85.15.

### ***Inferential Data Analysis***

Inferential data analysis aims to test the research hypothesis using statistical methods. The hypothesis testing was conducted with the SPSS for Windows application. Before testing the hypothesis, the following prerequisite tests were performed:

#### **Classical Assumption Test**

##### 1) Normality Test

The normality test used the Kolmogorov-Smirnov test in SPSS for Windows. The data for the normality test included both madrasa culture (X) and student discipline (Y). The results of the normality test are presented in Table 3 below:

**Table 3.** Normality Test Results

Variable	Sig. Score	$\alpha$	Decision
1. Madrasa Culture	0.200	0.05	Normal
2. Student Discipline	0.199	0.05	Normal

Based on Table 3, the sig. scores for madrasa culture (0.200) and student discipline (0.199) are both greater than  $\alpha = 0.05$ . Therefore, it can be concluded that both the madrasa culture and student discipline data are normally distributed.



## 2) Linearity Test

A linearity test was conducted using the SPSS for Windows application. The results of the linearity test are shown in Table 4 below:

**Table 4.** Linearity Test Results

Linear relationship	Sig score	$\alpha$	Decision
Linearity between student discipline (Y) and madrasah culture (X)	0.052	0.05	Linear

In Table 4, the sig. score for the linearity test between student discipline (Y) and madrasa culture (X) is 0.052, which is greater than  $\alpha = 0.05$ . Thus, it can be concluded that there is a linear relationship between student discipline and madrasa culture.

## 3) Simple Linear Regression Analysis

A simple linear regression analysis was conducted using the SPSS for Windows application. The regression equation obtained between student discipline (Y) and madrasa culture (X) is:

$$\hat{Y} = 0.544X + 39.795$$

This equation shows that for each one-unit increase in madrasah culture (X), student discipline (Y) increases by 0.544 units.

### Hypothesis Test: The Influence of Madrasah Culture on Student Discipline

The research hypothesis is as follows:

$H_0$ : There is no influence of madrasah culture on student discipline

$H_1$ : There is an influence of madrasah culture on student discipline

The decision criteria for the hypothesis test are as follows:

- If  $-t_{table} \leq t_{test} \leq t_{table}$ ,  $H_0$  is accepted.
- If  $t_{test} > t_{table}$  or  $t_{test} < -t_{table}$ ,  $H_0$  is rejected.

Additionally, the significance value (sig.) is compared to  $\alpha = 0.05$ :

- If sig.  $< \alpha = 0.05$ ,  $H_0$  is rejected, and  $H_1$  is accepted.
- If sig.  $> \alpha = 0.05$ ,  $H_0$  is accepted, and  $H_1$  is rejected.

The results of the hypothesis test using the t-test are shown in Table 5 below:

**Table 5.** Hypothesis Test Results

Hypothesis	$t_{test}$	$t_{table}$	Sig.	$\alpha$
The influence of madrasah culture on student discipline	5.341	2.003	0.000	0.05
Explanation	$t_{test} = 5.341$ $> t_{table} = 2.0003$		$sig = 0,000$ $< \alpha = 0.05$	
Decision	H <sub>0</sub> Rejected, H <sub>1</sub> Accepted			

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The hypothesis test results indicate that madrasa culture has a significant influence on student discipline. The calculated t-test value (5.341) is greater than the t-table value (2.003), and the sig. value (0.000) is less than the significance level ( $\alpha = 0.05$ ), which leads to the rejection of the null hypothesis and acceptance of the alternative hypothesis. Hence, there is a positive relationship between madrasa culture and student discipline.

## **Discussion**

### ***Madrasah Culture at the Observed School***

The madrasah culture data was obtained through the questionnaire filled out by 62 students of MTsN 1 Makassar City as the research sample. The descriptive results of the analysis show the average score of madrasa culture at MTsN 1 Makassar City was 83.29, which falls into the good category, with 28 students (45.16%) in this category. In general, this means that the madrasa culture at MTsN 1 Makassar City is considered good.

Culture is a view of life shared by a community, which includes ways of thinking, behavior, attitudes, and values that are reflected in both physical and abstract forms (Maris & Zamroni, 2019). In this study, madrasa culture is measured through four indicators: leadership, madrasa culture, values, and environment. A strong madrasa culture can be built through the 4C dimensions: commitment, competence, cohesion, and consistency (Choiri, 2015). The commitment to accomplish the best for the madrasa needs to be supported by individual abilities, such as technical, psychological, and sociological skills, to integrate themselves as part of the madrasa. These conditions must be implemented consistently according to what has been agreed upon. These 4Cs, as a forceful culture builder, form an inseparable unit. Building a strong culture requires a leader with a clear vision and a strong personality. The first step when the action starts is for the leader to provide an example for subordinates (including students).

### ***Student Discipline at the Observed School***

Generally, student discipline at the observed madrasa was good. This is supported by the descriptive analysis of the student discipline data, which showed that the average score for student discipline was 85.15, placing it in the good category. The indicators of student discipline in this study were attendance and lateness, readiness and orderliness of study equipment, obedience to the rules and regulations at the madrasa, respect for teachers and classmates, communication skills, and adherence to school uniforms and assignments or exams.

The characteristics of student discipline at the madrasa are: (a) dress discipline, where the way students dress reflects their behavior and neatness, as well as their willingness to maintain personal and environmental cleanliness, which is one of the goals of improving student discipline; (b) punctual discipline, which emphasizes arriving on time at the madrasa as a key indicator of student behavior and discipline. Submitting assignments on time also accelerates the learning process in class; (c) social behavior discipline, which demonstrates how madrasa discipline influences positive changes in students' social behavior; and (d) learning ethic discipline, which focuses on the

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discipline required for learning and teaching activities, ensuring the continuity of the learning process in the classroom. Learning ethics refer to the manners students exhibit during learning activities, aligning with the basic values of the madrasa (Gunawan, 2012).

The values of discipline embedded in the implementation of activities and programs planned by the school provide a solid foundation for developing students' disciplinary character. Programs and activities aimed at fostering discipline can be adapted to the context of the school and its students, ensuring that teaching methods are relevant and tailored to the needs and unique characteristics of each learner (Fizi, Winarni, Guntur, & Hartanto, 2023).

### **The Influence of Madrasa Culture on Student Discipline at the Observed School**

Based on the hypothesis test results, it was concluded that there is an influence of madrasa culture on student discipline at the observed madrasa. One of the factors influencing student discipline is external factors, such as the madrasa's environment or conditions. These conditions can include habits or cultures that develop within the madrasa. Situational factors significantly impact the development of human behavior, including ecological factors, design and architectural features, temporal factors, behavioral atmosphere, and social factors. However, individuals respond to situations based on their unique characteristics. Human behavior is the result of the interaction between individual uniqueness and situational uniqueness (Benvenuti, Cangelosi, Weinberger, Mazzoni, Benassi, Barbaresi, & Orsoni, 2023). This suggests that culture plays a vital role in shaping individual values and attitudes (Tonbul & Ceylan, 2021).

The findings of this research are supported by Sudrajat and Wibowo, who stated that to build student character (including discipline), madrasas need to implement three key programs: (a) high-quality madrasa/school cultures, including output quality, academic quality, and non-academic quality; (b) madrasa culture focused on religious character building, openness, sympathy, togetherness, and cooperation; and (c) a discipline culture that centers on religious character development (Sudrajat & Wibowo, 2013). Furthermore, Engles argued that madrasa culture consists of basic assumptions, norms, values, and cultural artifacts believed by the madrasa community, which influence the community's behavior and play a fundamental role in enhancing the madrasa's effectiveness (Mujiati, 2020). Thus, it can be concluded that madrasa culture plays a crucial role in fostering student discipline within the madrasa community.

Additionally, Fabes, Quick, Catherine, & Musgrave (2024) stated that discipline should be instilled in students from an early age (pre-school age), as they will face various external influences. Discipline is a necessary process for students to adapt. Student discipline can be cultivated through consistent habits in daily madrasa life. These habits, when practiced consistently, contribute to the development of madrasa culture. Then, discipline is a sense of obedience to what one believes through consistent action. As a character trait, discipline is built upon values of adherence and orderliness. Discipline in the educational context is closely linked to academic responsibility and knowledge. A disciplined individual reflects a sense of responsibility, and discipline is often seen as a key indicator of success in learning. This discipline encompasses time

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management, self-discipline, social discipline, and national discipline (Krskova, Baumann, & Breyer, 2024).

Discipline is developed through a series of behaviors that reflect values of obedience, loyalty, regularity, and order. It helps individuals differentiate between what should be done, what must be done, what could be done, and what should not be done. For disciplined students, their actions are no longer seen as burdensome; however, for undisciplined students, such actions become a burden. Obedience becomes an integral part of their behavior and character (Reach, 2012). Additionally, discipline is also a process of repeated and habitual behavior. The discipline students bring from their family environment serves as a significant asset in developing discipline within the madrasa environment. Arriving on time at the madrasa, being ready to engage in the learning process, and adhering to madrasa rules and regulations are examples of discipline that differ from the rules of family life. The rules and regulations within the madrasa are universal and must be followed by all students, with penalties for those who violate them. According to Nursalim (2013), the process of building and changing students' disciplinary behavior can occur in three stages. The first stage is self-monitoring, where students observe their actions and behaviors. The next stage is stimulus-control, during which students begin to reorganize their thinking patterns, behaviors, and emotions to reduce undisciplined behavior. The final stage is self-reward, where students reinforce disciplined behavior through self-regulated consequences. Students who behave according to madrasa rules and regulations will be rewarded, while those who do not will not receive rewards (Hasbahuddin, 2019). Efforts to build student discipline at the madrasa can be carried out both within and outside of learning hours, contributing to the holistic development of students' personalities, in line with the goals of education (Hardiyanto, 2013).

## **Conclusion**

The results of this study provide significant insights into the role of madrasa culture in influencing student discipline at the observed madrasa. Based on the analysis and discussion, it can be concluded that madrasa culture does indeed have a positive influence on student discipline. This finding underscores the essential role of a well-structured and supportive madrasa environment in fostering student discipline, both inside and outside the classroom. Madrasa culture, which encompasses the values, leadership, behaviors, and norms practiced within the institution, plays a crucial role in shaping students' attitudes and behaviors. The positive reinforcement of discipline through consistent cultural practices and the promotion of an environment conducive to learning and personal development can encourage students to internalize values such as punctuality, respect, responsibility, and self-regulation. The results suggest that when madrasa culture is effectively integrated into daily activities, it fosters an atmosphere where discipline is not only encouraged but becomes an integral part of students' identity.

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The study's findings also emphasize the importance of activities outside formal learning hours in reinforcing discipline. Beyond the classroom, extracurricular activities, peer interactions, and adherence to madrasa rules contribute significantly to shaping student behavior. When these activities align with the values and expectations of the madrasa culture, they help cultivate a holistic sense of discipline among students. Positive habits formed in such contexts can have a lasting impact on students' academic and personal growth, suggesting that madrasa culture is not just a set of rules but an environment that nurtures responsible, disciplined individuals. However, despite the important findings, this study has some limitations that must be considered. The sample size of 62 students from a single madrasa means that the results may not be fully representative of broader educational contexts. The study is focused on one specific madrasa, which may limit the generalizability of the findings to other institutions with different cultural dynamics, educational frameworks, or student populations. Therefore, the results should be interpreted within the specific context of the madrasa observed.

Future research should seek to expand the scope of this study by including a larger and more diverse sample, ideally from multiple madrasa or school settings. This would allow for a more comprehensive understanding of the relationship between madrasa culture and student discipline across different contexts and regions. Additionally, incorporating a range of research methods, such as qualitative interviews or longitudinal studies, could provide deeper insights into how madrasa culture influences long-term student behavior and development. By broadening the scope and methods, future studies could further validate the findings and offer a more nuanced understanding of how madrasa culture contributes to fostering discipline in educational environments.

In conclusion, while the study confirms the significant impact of madrasa culture on student discipline, further research is necessary to explore the broader implications of these findings. A more expansive study would not only strengthen the current understanding but also contribute to developing effective strategies for building and sustaining a disciplined educational environment in diverse madrasa or school settings.

### **Acknowledgments**

The authors would like to thank the Ministry of Religious Affairs of the Republic of Indonesia for the research funding assistance through the Litapdimas program, which has supported the smooth running of this research. Gratitude is also extended to the Principal of MTsN 1 Makassar City and all teachers and staff who warmly welcomed the author's presence and provided the space and information needed for the implementation of research at school. The support and cooperation provided have been an important part in the completion of this research.

### **CrediT Authorship Contribution Statement**

- **Author 1:** Conceptualization, Methodology
- **Author 2:** Investigation, Writing – original draft
- **Author 3:** Methodology, Formal analysis, Writing – original draft
- **Author 4:** Writing – review & editing

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## Conflict of Interest

The authors declare that there are no competing financial interests or personal relationships that could have influenced the work reported in this article.

## Data Availability

The datasets generated and analyzed during the current study are available upon reasonable request.

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