

## THE INFLUENCE OF ISLAMIC EDUCATION TEACHERS' LEADERSHIP ON STUDENTS' DISCIPLINE AT MTs DARUL AITAM JEROWARU

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### ABSTRACT

This study examines the influence of Islamic Education (PAI) teachers' leadership on students' discipline at MTs Darul Aitam Jerowaru. Education plays a crucial role in shaping individual behavior, with teachers serving as pivotal figures in fostering discipline and character development. Using a quantitative, descriptive correlational design, the research involved 28 students from Class 7A selected through purposive sampling. Data collection utilized a Likert-scale questionnaire to measure the relationship between PAI teachers' leadership and students' discipline, analyzed through descriptive and inferential statistical methods. The results indicate a significant positive relationship ( $r = 0.68$ ) between the two variables. PAI teachers demonstrated leadership qualities such as consistency, firmness, and exemplary behavior, which positively impacted students' adherence to rules. Personalized approaches, discussions, and worship simulations emerged as effective strategies in promoting discipline and active student participation. These findings align with previous research emphasizing the importance of leadership in religious education for character development. The study suggests practical implications, including the need for teacher training programs to enhance leadership skills in classroom management, religious value integration, and effective communication. Theoretically, it highlights religious-based leadership as an effective approach for fostering discipline in Islamic education. However, limitations include a restricted sample size and reliance on subjective perceptions, suggesting future studies with broader scope and varied methodologies. These findings underscore the vital role of teacher leadership in nurturing disciplined and holistic student development.

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### INTRODUCTION

Education plays a vital role in transforming human behavior from uncivilized to civilized, as it develops all aspects of personality through value transformation by educating, teaching, and training. According to research, education refers to all conscious and systematic efforts aimed at internalizing, understanding, practicing, and developing self-potential based on norms that benefit life (Sholahuddin, Hasanah, and Farida, 2024).

In obtaining education, individuals are not only expected to achieve high academic outcomes but also to prioritize quality learning processes. Enhancing the quality of education serves as the foundation for overall educational improvement (Religius and Sekolah, 2024). Efforts to improve

the quality of education are integral to the broader goal of enhancing human quality, encompassing competence, personality, and social responsibility (P'n, 2023).

The importance of quality in the educational process can be achieved if members of educational institutions work optimally with commitment and consistency. Inspiration from Quranic verses highlights the necessity of quality control and planning in determining the effectiveness of educators (Rosyiddin et al., 2023). In this context, "performing good deeds" is interpreted as working with quality and integrity, while "not associating others in worshiping their Lord" emphasizes aligning work purposes solely with God as the intrinsic source of human labor values (Hilmi and Nurhayati, 2024).

Teachers play a crucial role in improving the quality of learning through effective planning, classroom management, utilization of teaching media, and motivating students to actively participate in the learning process (Adolph, 2016). Teachers' success in managing and optimizing all resources, particularly in classroom management and maximizing school facilities, significantly impacts their performance in enhancing the quality of education (Fiqih et al., 2022).

A clear example of successful education is seen in schools with numerous academic and non-academic achievements (Syathori, 2017). Furthermore, many graduates successfully advance to prestigious schools and universities (Roji, Noorhidayati, and Anam, 2024).

Field observations indicate that the quality of Islamic jurisprudence (fiqh) education can be measured through indicators such as teaching skills, extracurricular student activities, a conducive learning environment, relevant teaching materials, and media that facilitate active interaction between students and teachers (Nafisah, Warisno, and Hartati, 2022). Additional observations reveal that factors influencing educational quality include student motivation, teaching methods, classroom management, teachers' communication styles, and the use of teaching media (Sarfiyah and Restu Wibawa, 2021). Classroom management, in this context, refers to teachers' efforts to create an environment that optimally supports the learning process (Khotamir Rusli and Ermawati, 2024).

As a primary component of educational units, teachers are responsible not only for enhancing students' cognitive understanding but also for fostering affective and psychomotor intelligence in alignment with national educational goals. Teachers are expected to serve as motivators who inspire students with positive energy, enthusiasm, and optimal learning outcomes (Fauziyah, 2023).

Thus, research on the role of Islamic education teachers (PAI) in shaping students' character becomes essential to identify effective methods and solutions to address challenges in character education (Santi, Undang, and Kasja, 2023). Essentially, the teaching and learning process is a form of communication where teachers and students exchange ideas to develop concepts and understanding. However, communication often faces challenges, such as verbalism, unpreparedness, and a lack of student interest and motivation (Ade Putra Primadani, 2017).

Literature reviews indicate that studies on the role of PAI teachers in education have been conducted across various institutions. For example, Rusli and Ermawati (2024) identified four key roles of PAI teachers in Islamic education at elementary schools: teaching, moral guidance, learning motivation, and moral counseling. Meanwhile, research by Tamami, Idhofi, and Sari (2024) at MTs Shautul Mimbar Al-Islami in Bogor highlighted the significant role of Akidah Akhlak teachers in improving students' morality through the practice of good deeds and exemplary teaching methods.

Despite the abundance of research on the role of PAI teachers, limited studies specifically address their role at MTs Darul Aitam Jerowaru, particularly in overcoming local challenges such

as limited facilities, varying student motivation levels, and other constraints commonly faced in rural areas. This study explores how PAI teachers at MTs Darul Aitam Jerowaru fulfill their roles within the social and cultural context, optimize teaching methods, manage classrooms, and engage with students to address various challenges. It also examines the contribution of PAI teachers in fostering a conducive learning environment for the development of students' character and morality.

## **METHODS**

This study employs a quantitative approach with a descriptive correlational design. This approach is suitable for measuring the relationship between the leadership of Islamic education teachers (independent variable) and students' discipline (dependent variable). The population in this study comprises all students of MTs Darul Aitam Jerowaru, totaling 400 students. A purposive sampling technique was used, selecting 28 students from Class 7A as the sample.

The selection of this class was based on specific considerations to represent the population. The research instrument was a questionnaire designed to measure the two main variables: PAI teachers' leadership and students' discipline. The questionnaire employed a Likert scale, allowing respondents to express their perceptions of the teacher's leadership and their own discipline levels.

Data were collected through direct distribution of the questionnaires to students in Class 7A. Respondents were given sufficient time to complete the questionnaire, with guidance provided by the researcher. Prior to completion, an explanation of the research objectives and assurance of confidentiality was given. Data analysis involved both descriptive and inferential statistical methods. Descriptive analysis was used to describe PAI teachers' leadership and students' discipline at MTs Darul Aitam Jerowaru. Pearson's correlation test was employed to examine the relationship between PAI teachers' leadership and students' discipline. These analyses aim to reveal the strength of the relationship between the two variables.

## **RESULT**

### **1. The Role of PAI Teachers in Islamic Religious Education at MTs Darul Aitam Jerowaru**

The data analysis revealed that PAI teachers at MTs Darul Aitam Jerowaru play a significant role in influencing students' discipline. Based on the survey, 82% of students indicated that PAI teachers exemplify discipline by arriving on time, maintaining consistency in teaching, and integrating Islamic values in daily interactions. Students such as Adelya Ramadaniya Putri, Adira Cahayani, and Aleya Aprianti noted that these qualities in their teacher serve as an inspiration, encouraging them to adopt disciplined behaviors. Additionally, 75% of students, including Anggi, Anisah, and Adlin Mizana, highlighted that the teacher's authoritative presence positively impacted their behavior and adherence to rules.

### **2. Methods and Strategies Employed by PAI Teachers**

The study found that PAI teachers adopt various methods such as lectures, discussions, and worship simulations to address challenges in teaching religion. 65% of students, such as Anita Septiana, Desti Ariana, and Helma Hidayah, reported that discussions and simulations enhanced their understanding of the material and encouraged active participation in class. Moreover, 78% of students, including Halimah, Intan Ratna Sari, and Intan Saskia, agreed that personalized approaches by their teacher fostered both a deeper comprehension of lessons and a sense of discipline.

### **3. Relationship Between PAI Teachers' Leadership and Students' Discipline**

The Pearson correlation analysis demonstrated a positive and significant relationship between PAI teachers' leadership and students' discipline, with a correlation coefficient of  $r = 0.68$  at a 0.05 significance level. This indicates that the leadership qualities of PAI teachers, such as fairness, firmness, and consistency, significantly influence students' adherence to school rules. Students like Jihan Apriandi, Lendha Olivia, and Lisa Oktavia attributed their improved discipline to the structured and consistent guidance provided by their PAI teacher.

#### 4. Data Presentation in Tabular Form

Variable	Category of Response	Percentage (%)
Teachers' Role in Exemplifying Discipline	Very Good	82%
Effectiveness of Discussion and Simulation Methods	Effective	65%
Impact of Personalized Approaches	Influential	78%
Correlation Between Leadership and Discipline	Positive Significant	$r = 0.68$

#### 5. Summary of Findings

Overall, the findings indicate that the leadership of PAI teachers has a substantial positive influence on students' discipline. The teacher's role in modeling Islamic values, using diverse teaching methods, and adopting a personalized approach contributes to fostering discipline among students such as Maidatul Hasanah, Masrori Aiza Putri, and Mia Aulia Junaid. These findings align with the research objectives, which sought to establish the relationship between PAI teachers' leadership and the development of disciplined behaviors in students.

## DISCUSSION

The findings of this study are consistent with and supported by existing theoretical and empirical insights regarding the influence of teacher leadership on student behavior, particularly within the framework of Islamic education. Below is an expanded discussion, integrating the findings with relevant theoretical references:

### 1. PAI Teachers' Leadership and Student Discipline

The strong positive correlation ( $r = 0.68$ ) between PAI teachers' leadership and student discipline aligns with the concept that leadership directly impacts the behavioral and moral development of students. According to Sholahuddin, Hasanah, and Farida (2024), education is a transformative process aimed at internalizing values and shaping personalities. Leadership within the educational context is instrumental in this transformation, as it facilitates value transmission and fosters discipline among students.

The role of PAI teachers in maintaining consistency, firmness, and disciplined role modeling is echoed in the findings of Rosyiddin et al. (2023), who highlight the importance of quality control and planning in educational processes. These traits are critical for teachers to effectively instill discipline, as their leadership becomes a living example of the values they wish to impart.

### 2. Consistency, Firmness, and Disciplined Role Modeling

Effective leadership in education hinges on consistency and firmness. The actions of PAI teachers, such as punctuality and adherence to regulations, provide a benchmark for students to emulate. Hilmi and Nurhayati (2024) discuss how these actions align with the Quranic imperative of "performing good deeds with quality and integrity," which reflects the role of teachers as moral guides and role models.

Teachers' firmness ensures that students understand the importance of discipline not only as a school regulation but also as a moral principle rooted in Islamic teachings. This supports the view of Nafisah, Warisno, and Hartati (2022), who emphasize that effective classroom

management and interaction between teachers and students are foundational for fostering discipline and academic success.

### **3. Influence of Religious Context**

The integration of Islamic values into leadership amplifies its impact on student behavior. According to Religius and Sekolah (2024), education that intertwines religious and moral values helps students see discipline as an expression of faith. This aligns with the findings of Santi, Undang, and Kasja (2023), who assert that character education in Islamic contexts is more effective when tied to spiritual principles, as it shapes the students' worldview and behavior.

### **4. Implications for Student Behavior**

#### **a. Emulation of Positive Behaviors**

Students imitate the behaviors modeled by authority figures, a phenomenon supported by Adolph (2016), who notes that motivated teachers inspire similar enthusiasm and discipline in students. PAI teachers who demonstrate integrity and responsibility encourage students to internalize these values, fostering a culture of discipline.

#### **b. Development of Character:**

The role of teachers extends beyond academics to shaping students' personalities. Fiqih et al. (2022) highlight the significance of integrating character-building into teaching practices. The findings of this study show that disciplined leadership rooted in Islamic values cultivates patience, responsibility, and respect, critical traits for character development.

#### **c. Improved Academic Environment:**

A disciplined learning environment, as described by Khotamir Rusli and Ermawati (2024), enhances both academic and behavioral outcomes. Teachers' ability to manage classrooms effectively and enforce discipline creates a space conducive to learning and personal growth.

### **5. Alignment with Broader Educational Objectives**

The findings support the assertion by Roji, Noorhidayati, and Anam (2024) that successful schools produce students who excel not only academically but also in character and social contributions. PAI teachers' leadership embodies this dual focus, aligning with national educational goals that prioritize cognitive, affective, and psychomotor development (Fauziyah, 2023).

Moreover, the study's alignment with quality education principles underscores the need for continuous professional development among educators. As suggested by Sarfiah and Restu Wibawa (2021), enhancing teachers' skills in communication, classroom management, and teaching methods significantly impacts educational quality, ultimately benefiting students' discipline and character formation.

### **6. Challenges and Recommendations**

Despite its strengths, the teaching and learning process often faces challenges such as lack of student motivation and verbalism, as noted by Ade Putra Primadani (2017). Addressing these issues requires innovative strategies, such as integrating technology in teaching, fostering active student participation, and ensuring that educators are well-trained in pedagogical and leadership skills.

The findings of this study contribute to the broader discourse on character education and the pivotal role of teachers in shaping student behavior. By demonstrating the strong positive impact of PAI teachers' leadership on discipline, this research reinforces the importance of consistency, firmness, and the integration of Islamic values in educational leadership. As articulated by Sholahuddin, Hasanah, and Farida (2024), education is a systematic effort to internalize values and develop human potential, a process exemplified by the leadership practices of PAI teachers at MTs Darul Aitam Jerowaru.

These findings are consistent with earlier research that demonstrates the impact of teacher leadership quality in religious education on students' motivation and discipline (Adolph, 2016; Fiqih et al., 2022). This is further supported by studies asserting that teachers who effectively employ personal and religious approaches in classroom management can create a conducive learning environment and foster disciplined character (Sarfiah, 2021). Thus, this study reinforces previous conclusions that effective PAI teacher leadership not only supports academic achievement but also promotes holistic personality development in students.

The study carries significant implications for the development of character education in schools. By enhancing the quality of teacher leadership, particularly among PAI teachers, schools can implement educational systems that focus not only on academic outcomes but also on fostering discipline and character in students.

1. Practical Implications: There is a need for training programs for PAI teachers to strengthen their leadership skills, especially in classroom management, application of religious values, and effective communication with students.
2. Theoretical Implications: Religious-based leadership approaches can serve as an effective method for character development in Islamic schools.

This study has several limitations that should be acknowledged:

1. The sample was limited to students of Class 7A at MTs Darul Aitam Jerowaru, which may not fully represent the entire school population.
2. The data collection method relied on questionnaires that capture students' subjective perceptions, which may be influenced by external factors beyond the control of the research.
3. The study did not account for other variables that could affect student discipline, such as family or environmental factors.
4. These limitations suggest avenues for future research with broader sample coverage and more diverse data collection methods.

Based on the results and discussion above, it can be concluded that the leadership of PAI teachers plays a significant role in shaping students' discipline at MTs Darul Aitam Jerowaru. The role of teachers as role models and implementers of discipline in religious education positively impacts students' disciplined behavior. These findings underscore the importance of teacher leadership in character education and highlight the need for continuous support in developing the professionalism of PAI teachers to create an educational environment that promotes both quality learning and student character development.

## CONCLUSION

This study establishes the significant influence of Islamic Education (PAI) teachers' leadership on students' discipline at MTs Darul Aitam Jerowaru. The leadership traits of PAI teachers—fairness, consistency, and exemplary behavior—play a critical role in fostering disciplined behavior among students. These attributes, combined with effective teaching methods such as discussions and worship simulations, enhance students' adherence to rules and participation in learning activities. The findings confirm the relevance of teacher leadership in character education, supporting the development of students' discipline within an Islamic educational context. Practical implications include the need for targeted teacher training to strengthen leadership capacities, particularly in classroom management and religious value integration. The research also highlights the potential of religious-based leadership as a theoretical framework for character development in Islamic schools. Despite its contributions, the study acknowledges limitations, such as a narrow sample focus and the reliance on subjective data

collection methods, leaving room for future research with broader samples and diverse approaches. Overall, this research emphasizes the integral role of PAI teachers in shaping disciplined, morally sound students and calls for continuous professional development to optimize their impact.

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