Teachers' Efforts in Overcoming Social Control-Based Student Indiscipline in Madrasahs

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Abstract
This study aims to explore teachers' efforts in overcoming social control-based student indiscipline at Madrasah School. Using a qualitative approach with a case study method, this research collected data through in-depth interviews with teachers, students, and principals. Social control theory was used as an analytical framework to explore how norms and rules in madrasahs influence students' behavior. The results showed that teachers at Madrasah Darussalam use a combination of formal and informal approaches in managing students' behavior, emphasizing on religious and social values as the basis of social control. This research is expected to contribute to the development of more effective discipline management strategies in the madrasah environment.

Keywords: *Teacher; Indiscipline; Student; Social Control*

Abstrak: Penelitian ini bertujuan untuk mengekplorasi upaya guru dalam mengatasi indisipliner siswa berbasis kontrol sosial di Sekolah Madrasah. Menggunakan pendekatan kualitatif dengan metode studi kasus, penelitian ini mengumpulkan data melalui wawancara mendalam dengan guru, siswa, dan kepala sekolah. Teori kontrol sosial digunakan sebagai kerangka analisis untuk mengeksplorasi bagaimana norma dan aturan di madrasah memengaruhi perilaku siswa. Hasil penelitian menunjukkan bahwa guru di Madrasah Darussalam menggunakan kombinasi pendekatan formal dan informal dalam mengelola perilaku siswa, dengan menekankan pada nilai-nilai keagamaan dan sosial sebagai dasar kontrol sosial. Penelitian ini diharapkan dapat memberikan kontribusi terhadap pengembangan strategi pengelolaan kedisiplinan yang lebih efektif di lingkungan madrasah.

Kata Kunci: *Guru; Indispliner; Siswa; Kontrol Sosial*

Introduction

Student discipline behavior is one of the important indicators in creating a conducive and effective learning environment in educational institutions, including madrasas. In reality, discipline is not only related to compliance with school rules, but also reflects the success of character development and social control carried out by educators. Teachers as the main actors in the educational process have a strategic role in shaping student behavior to be in line with the

norms that apply in the madrasah environment. However, in practice, various forms of indisciplined behavior such as arriving late, skipping school, not doing assignments, and violating social ethics, are still challenges that need to be managed seriously by teachers and madrasas (Hafidz et al., 2022).

In the context of madrasah education, religious values and social norms should be a strong basis for shaping students' positive behavior. However, if not supported by the right pedagogical approach, these values may not be effectively internalized. The indiscipline phenomenon that occurred in Madrasah Darussalam is a reflection of the challenges faced by many similar educational institutions. In this madrasah, a number of students often show behavior that is not in accordance with norms and rules, such as being late for attendance, dress violations, and lack of responsibility for academic tasks. Although madrasas have a system of discipline that has been socialized, their implementation often does not provide a significant deterrent effect. This encourages teachers to look for alternative strategies in overcoming these problems, one of which is by strengthening the function of social control as a preventive and curative approach. This dynamic is interesting to be researched further as a microportrait of the phenomenon of student discipline in a religious-based madrasah environment (Firdaus & Muhid, 2023).

Several previous studies have highlighted the problem of student discipline in schools and madrasas, but most still focus on a reward-punishment approach without elaborating on a more comprehensive social mechanism. Previous research also tends to ignore the interactional aspect between teachers and students in shaping social behavior that conforms to norms. This is where the gap in this research lies, namely in the need to explore how teachers use social control approaches—such as example, interpersonal communication, collective supervision, and value coaching—in overcoming students' indisciplined behavior in the madrasah environment.

The purpose of this study is to analyze teachers' strategies in overcoming students' indisciplined behavior through a social control approach in Madrasah Darussalam. This study aims to identify the dominant forms of indisciplined behavior, understand teachers' responses to these behaviors, and examine the social control mechanisms used in enforcing discipline. The research questions asked include: (1) What are the forms of disciplinary behavior that appear in Madrasah Darussalam? (2) How does the teacher respond to the student's indisciplined behavior? and (3) What social control strategies do teachers apply in overcoming student discipline problems in the madrasah?

Method

This study uses a qualitative approach with a case study method to understand teachers' efforts in overcoming social control-based student discipline in Madrasah Darussalam. The data was collected through in-depth interviews with three groups of informants: teachers, students, and

principals. Interviews with teachers aim to explore discipline management strategies, interviews with students to find out their views on indisciplined behavior, and interviews with principals to see policies and the implementation of social control in madrasas. Social control theory is used as the basis of analysis to understand how the norms and rules applied in madrassas affect student behavior. The analysis was carried out with thematic techniques to identify themes related to social control strategies applied by teachers in overcoming indisciplined behavior. Data triangulation is carried out to ensure the validity of the findings through a comparison between the data source and the data collection method used.

Results and Discussion
Form of Student Discipline in Madrasah

The results of the research conducted at MTs Amin Darussalam Bandar Setia revealed a number of forms of disciplinary behavior that are serious challenges in the educational process at the institution. Based on field observations and confirmations from several key informants, it can be concluded that the students' disciplinary behavior includes three main aspects, namely disrespect for teachers, weak time discipline and non-compliance with regulations, and low concern for the cleanliness and beauty of the school environment.

First, there are still student behaviors that show a lack of respect for teachers. This phenomenon can be seen from the tendency of students to deny the teacher's directions and even show a fighting attitude during the learning process. Through a series of interviews and observations conducted, it was seen that this behavior appeared not only in verbal form, but also in nonverbal expressions that described resistance to the authority of educators. Teachers complain about the tendency of students to openly deny orders, without hesitation or awareness of norms of politeness. When teachers ask students to complete an assignment or follow learning directions, the response they receive is often a complaint, a cynical comment, or even outright rejection packed with far-fetched excuses. Not only rejecting, some students also dare to voice their disapproval in a high tone, as if they were talking to a peer, not an educator (Maire et al., 2025).

This disrespect seems even more real when the teacher enters the classroom. In an ideal educational culture, the presence of teachers should be a moment that is appreciated by students, either by standing to welcome, greet, or arrange a sitting position to prepare for learning. But in reality, many students still sit casually, play on their phones, or talk without paying attention to the teacher's presence. The reprimand given often does not get the proper response. Some students just kept silent,

others replied with cynical looks, and not a few actually showed indifferent body language, emphasizing that appreciation for the figure of teachers is increasingly marginalized.

During the learning process, other forms of disrespect keep recurring. The teacher has to deal with students who talk to themselves, joke with their friends, or even laugh out loud without paying attention to the explanations being delivered. This situation not only disrupts the classroom atmosphere, but also conveys a symbolic message that the existence of teachers as learning facilitators is no longer considered important. In this kind of atmosphere, teachers are no longer the center of attention, but only as a complement to formalities, whose presence can be ignored at any time by students.

This phenomenon also extends beyond the classroom. In everyday social interactions, some students show indifference to teachers they encounter in the corridors, yards, or other public spaces of the school. There are no greetings, no eye contact that shows politeness, and often even students pretend not to look. This kind of attitude reflects the crisis of the value of politeness that should be part of the formation of students' character. Because in the context of education rooted in Eastern culture, greeting and respecting teachers is an inseparable part of social ethics and morality.

Furthermore, some students do not even hesitate to express complaints or criticisms of teachers openly on social media or conversations between friends. Expressions such as "the teaching makes you sleepy", "very fierce", or "the talk is not good" circulate as daily conversations that weaken the image of teachers in front of other students. This criticism delivered without ethics and proper channels is not only a reflection of a lack of respect, but also triggers the formation of collective opinions that damage the emotional connection between students and teachers. In such a situation, the relationship of education loses its humanist dimension—the relationship that should be rooted in trust, appreciation, and moral guidance becomes reduced to a mere functional interaction full of distance and suspicion.

This reality shows that students' disrespect for teachers is not a stand-alone phenomenon, but part of a deeper crisis: the weakening of basic values in school life. Teachers are no longer automatically positioned as authoritative and character-forming figures, but must fight hard to maintain authority in the midst of an increasingly permissive student culture. If there is no serious effort to reconstruct the relationship between teachers and students, it is not impossible that this communication crisis will continue to grow, and have a direct impact on the failure of

education in carrying out its function as a space for complete personal formation.

Second, other forms of discipline are related to weak discipline towards time and violations of school rules. These forms of indiscipline are evident in the habit of arriving late to school, violating dress codes, and ignoring the obligation to participate in routine activities such as morning apples and congregational prayers. Although on the surface this appears to be a form of violation of institutional rules, if examined further, these behaviors actually reflect a disruption to the lifestyle and value system embraced by students in their daily lives (Putra et al., 2024).

The habit of arriving late, for example, is not just a matter of time, but is often a manifestation of a lack of awareness of responsibility for study commitments. In various interviews with teachers and field observations, it was revealed that many students complained of tiredness in the morning, lack of sleep, or even just before dawn. The main cause is none other than the habit of staying up late caused by excessive use of gadgets, especially for online gaming activities, watching videos on digital platforms, and surfing social media without control. Gadgets, which are supposed to be learning aids, actually change their function to become a source of distraction that erodes break time and disrupts students' biological rhythms.

This situation not only impacts school entry delays, but also affects students' mental and physical readiness to receive subject matter. Many teachers reveal how students seem lethargic, unfocused, and even fall asleep in class. Blank stares and bodies leaning weakly on the table illustrate unusual fatigue, which is not caused by learning activities, but by an unhealthy lifestyle. In the midst of the delivery of material, students falling asleep in class are no longer a rare sight, but instead a common symptom that reflects time management failures in their personal lives.

More than that, violations of school dress code show another form of indiscipline that is no less worrying. Rules regarding uniforms, shoes, and school attributes are often violated under the pretext of freedom of expression or simply following the fashion trends that are being loved. Some students deliberately modify their uniforms, wear non-standard jackets or hoodies, or wear non-standard shoes. When reprimanded, the response given often contains a stupid attitude, or even a defense that the rule is outdated. This phenomenon reflects a shift in values, where compliance with regulations is no longer seen as part of discipline, but is instead seen as a restriction on individual freedom.

Collective activities that build togetherness and spirituality, such as morning apples and congregational prayers, are also targeted by

indiscipline. Some students choose to avoid this activity for various reasons, ranging from being late, sick, to hiding in corners of the school that escape supervision. Absenteeism in this kind of activity is not only a matter of physical absence, but also shows weak participation in building an inclusive school culture rooted in the values of togetherness. When the morning apple, for example, is interpreted only as a boring routine and not as a forum for strengthening character and collective discipline, then the essence of education that is integrated between values and actions is lost (Khairunnisa et al., 2023).

This indisciplined behavior cannot be understood solely as a personal problem or individual mistake of students. He grew up in a broader social landscape, where the influence of digital culture, weak parental supervision, lack of example, and absence of strict regulations all contribute to the formation of student character that is permissive to violations. This is where there is an urgency for educational institutions to not only strengthen the regulatory and supervisory sides, but also to build a more humanistic and contextual pedagogical approach—that is, education that not only instills rules, but also enables students to understand the meaning of discipline itself as part of their maturation process and social responsibility.

Third, the low awareness of students on the importance of maintaining the cleanliness and beauty of the school environment is also a form of discipline that is quite striking. This phenomenon is even more evident with the rampant acts of vandalism carried out by a number of students, who do not hesitate to scribble on walls and classroom tables, litter, and even damage facilities that should be guarded together. This indifference is not only a matter of physical violation of rules, but also reflects an inability to cultivate a sense of responsibility for their own social environment.

As an educational institution, schools are not only a place to gain knowledge, but also serve as a forum to develop character and form social values. One of the basic values that should be instilled is responsibility for the environment, which includes awareness to maintain the cleanliness and beauty of the school as a common space. However, the opposite happened. The act of doodling on a wall or table is not just an expression without purpose, but can also be seen as a form of indifference to the environment in which they are located. It is as if these objects are no longer considered as part of a shared space that must be guarded, but rather as something that can be treated arbitrarily.

In addition, the habit of littering shows a lack of awareness about the importance of health and mutual comfort. A dirty and garbage school

certainly interferes with the learning comfort of other students. However, this phenomenon cannot be considered as a bad habit alone, but rather as a symptom of the lack of internalization of social values that teach the importance of cleanliness. Students who are not educated to care about cleanliness not only create an unpleasant physical environment, but also demonstrate their inability to maintain harmony with others.

Acts of vandalism and neglect of the cleanliness of the school environment are also closely related to the low sense of ownership of the school itself. In fact, school is supposed to be a second home for students, where they develop not only intellectually, but also socially and morally. When students feel they have no emotional connection to their environment, they tend to be indifferent to the sustainability and beauty of existing facilities. This shows that the underlying problem of this indisciplined behavior is more than just a problem of bad habits, but also related to the formation of social identity and concern for the environment.

Although many efforts are made by the school to increase student awareness, such as by holding cleaning activities or reforestation competitions, the results achieved are often still limited. This suggests that incidental and temporary approaches are not effective enough to profoundly change student behavior. More integrative and sustainable educational efforts are needed, where the values of social responsibility and concern for the environment can be part of a broader and more comprehensive learning process (Triana Rosalina Noor & Cholil, 2024).

The importance of cleanliness and beauty of the school environment cannot be underestimated. A clean, tidy, and well-organized environment will create a comfortable atmosphere and support an optimal learning process. On the contrary, a dirty and damaged environment will only disturb students' concentration and lower their enthusiasm for learning. Therefore, increasing students' awareness of the importance of maintaining the cleanliness and beauty of schools should be one of the main focuses in character education in schools.

In general, the affirmation of the findings related to disciplinary behavior at MTs Amin Darussalam shows that the main problem does not only lie in the specific actions taken by students, but rather in the deep gap between the norms enforced by educational institutions and the values internalized by the students themselves. The indiscipline actions that emerge, whether in the form of disrespect for teachers, violations of school rules, or lack of concern for environmental cleanliness, reflect a lack of character formation and students' understanding of the importance of discipline, responsibility, and respect for rules. This behavior not only

reflects a lack of awareness, but also illustrates an imbalance in the educational process that should shape students not only as intelligent individuals, but also as character and responsible in their social lives (Putri Evita Sari Nasution & Alfin Siregar, 2023).

Efforts to Discipline Students

The following are the discussion points regarding the strategies carried out by Akidah Akhlak teachers in overcoming the disciplinary behavior of students at MTs Amin Darussalam Bandar Setia:

a. Gradual Punishment

Teachers provide sanctions that are adjusted to the level of violation, ranging from light to more severe punishments. The main purpose of providing this sanction is to provide a deterrent effect and encourage students to be more disciplined in following existing rules. Behavioral strategies that can help overcome students' indisciplined behavior are the provision of sanctions to students who violate.

Strategies that can be used by teachers to overcome students' indisciplined behavior are through the application of sanctions to warning letters. Research shows that giving firm and consequential sanctions can help students realize and change their undisciplined behavior. Giving sanctions to students aims to correct them and protect other students from the same mistakes, not for revenge. Sanctions are given to children who deliberately violate the rules at school or class as an effort to educate and provide a deterrent effect so that they do not have the same influence on other students.

Sanctions are given with the intention of teaching children the consequences of their actions that violate the rules. The sanctions are not intended as a way to take revenge or hurt students, but as a coaching measure to help them understand their mistakes and encourage positive behavior change. In this process, sanctions must be educational and not harm children physically or emotionally.

In addition, this is also the same as what was stated by nurhasanah in her article, namely, sanctions also function as protection for other students. By providing appropriate and effective sanctions, students who break the rules will get consequences that make them think twice before making similar mistakes. This helps to create a safe and orderly environment at school, where other students can learn and thrive without distraction from indisciplined behavior. This principle is in line with the values found in the Qur'an, where there is a concept of just and perfect retribution, which rewards those who commit evil deeds.

In giving sanctions to students, there are considerations that involve trials to mankind. This consideration tests their patience when facing failures or obstacles in the learning process. Are they able to practice patience and remain content? Or can they control themselves with gratitude when they achieve a proud achievement.8 By considering these principles, educators can use sanctions as a means to educate learners and teach them important values (Fadilah & F, 2021).

The sanctions given must be fair and in accordance with the violations committed, and aim to develop awareness and responsibility in student behavior. It also provides opportunities for students to learn to face challenges and control themselves in a variety of situations. By applying these principles, educators can create a harmonious learning environment, where learners can grow and develop in their moral and behavioral aspects. Through the application of fair sanctions and deep learning, students can develop patience, willpower, and the ability to control themselves, both in the face of failure.

 Additionally, in cases of more serious and repetitive behavior, teachers may consider giving warning letters to students. This warning letter serves as an official document that records violations of student behavior as well as the consequences that will be imposed if the behavior does not change. Warning letters give students the opportunity to reflect on their actions and correct behavior before further steps are taken.

However, it is important for teachers as a substitute for BK teachers to implement this strategy wisely and proportionately. Teachers must consider the context and background of students in determining the appropriate sanctions. In addition, open communication between teachers, students, and parents is also very important. Teachers should explain the reasons behind sanctioning and provide opportunities for students and parents to discuss, as well as provide the necessary support and guidance for positive behavior change (Sultan et al., 2025).

b. Habituation of Positive Habits and Extracurricular Activities

Teachers hold routine activities such as reciting Juz 30 surahs in the field every morning before the lesson starts and arranging congregational prayers after the zuhr prayer in the mosque. This activity aims to build discipline and instill religious values that can shape the character of students. Teachers involve students in various extracurricular activities such as muhadhoroh and scouting. This extracurricular activity aims to develop students' interests, talents, and social skills, while providing space for them to be responsible, work together, and learn discipline.

Strategies that can help overcome students' indisciplined behavior through good habituation include extracurricular activities, duha prayers,

and reading Juz Amma. First, Scout extracurricular activities can make a significant contribution in shaping student discipline behavior. Through Scouting activities, students will become familiar with strict rules and regulations, as well as practice cooperation and responsibility skills. In a Scouting environment, students are taught values such as discipline, honesty, and perseverance, which helps them develop orderly and disciplined behavior.

Furthermore, muhadhoroh or group study and discussion activities in Islam also play an important role in shaping student behavior. Through muhadhoroh, students can deepen their understanding of religion, learn ethical values, and discuss good life guidance. This group discussion helps students understand the importance of discipline in carrying out worship, interacting with others, and maintaining good behavior in daily life.

In addition, duha prayers and dhuhr prayers have an important role in shaping student discipline behavior. Through the duha prayer, students will get used to building discipline in waking up in the morning, carrying out worship in accordance with religious rules, and managing their time well. Dzuhur prayer as one of the pillars of Islam also gives students an understanding of the importance of carrying out worship on time and discipline in carrying it out. Finally, reading Juz Amma can also be a good habituation strategy to overcome students' indisciplined behavior. By reading and studying Juz Amma, students not only increase their understanding of the teachings of Islam, but also acquire moral values that can shape good behavior.

Getting students used to reading *Juz Amma* regularly contributes to fostering perseverance, increasing consistency, and strengthening discipline in daily life. The sustainable application of this strategy is expected to be able to form a pattern of positive behavior in students, foster awareness of self-discipline, and gradually overcome the tendency of indisciplined behavior. However, the success of this strategy is highly dependent on the active involvement of various parties, especially teachers, parents, and the school environment, who need to provide full support and continuous supervision for the creation of a conducive educational environment.

Analysis Disciplining Students Through Social Control

In dealing with students' indisciplined behavior, teachers should ideally not prioritize a purely repressive or punitive approach, but rather prioritize a humanistic and educational approach. This approach is in line with the principles of *social control theory*, particularly as described by Travis Hirschi, who emphasizes that an individual's adherence to social

norms is highly dependent on the strength of his attachment to key social agents, such as the family, school, and the surrounding environment.

In the context of schools, teachers are the main agents of social control that function to build *attachment*, commitment, *involvement*, and belief in norms (*belief*). Through personal and communicative coaching, teachers not only explain the importance of discipline in daily life, but also form emotional bonds that make students feel cared for and appreciated. This bond indirectly fosters awareness and moral responsibility in students to obey the rules (Lambiombir, 2024).

This coaching strategy is carried out collectively through synergy between subject teachers, student teachers, and school principals. This collaboration is a concrete form of strengthening institutional social control, where regulations are not only formally implemented, but also built through strong social relations. The teachers together try to foster the internal motivation of students to follow the rules and actively participate in school activities. This reflects that effective social control does not work in one direction, but is participatory and relational.

Furthermore, coaching on student discipline is also accompanied by a periodic evaluation and monitoring mechanism. This evaluation is carried out not only to assess the level of student compliance, but also to reflect on the effectiveness of the strategies implemented by teachers in guiding and supervising. This monitoring process is an important part of social control because it provides feedback on student behavior and opens up space for preventive and corrective actions.

Thus, the development of discipline in schools is not just a form of normative supervision, but also a process of building strong social bonds between teachers and students. When students feel emotionally and socially connected to the school environment, they will be more motivated to act according to norms and stay away from deviant behavior. This is the essence of social control theory in educational practice: obedience is not born out of fear, but grows out of a sense of social attachment and responsibility.

Before diving further into the dynamics of the world of students, a teacher should ideally start by building a harmonious relationship with his or her students. This relationship is not just a formal interaction in the classroom, but a relationship based on mutual trust, empathy, and effective communication. In this context, the approach *of social control theory* becomes relevant as a theoretical framework that emphasizes the importance of social ties in creating adherence to applicable norms and values. This theory explains that the obedience of an individual, including students, is not solely due to formal rules, but rather due to an emotional

and social attachment to the people and institutions around him, including teachers, peers, and the school environment.

The efforts of a teacher of Akidah Akhlak in creating harmony between students cannot run effectively if it is done individually and in isolation. Strengthening social control is not enough if it only relies on one educational actor. In practice, teachers often encounter challenges in establishing optimal communication with students. When the communication strategy implemented does not go as expected, the effectiveness of social control becomes weak. To overcome this problem, collaboration between teachers, principals, and parents is a necessity. With good synergy, the social control that is built will be stronger, creating a harmonious and supportive educational atmosphere (Ellistiyawati & Nasrul Amin, 2022).

In social control theory, one of the important elements is emotional *attachment*. Students' attachment to teachers and parents will strengthen their sense of internal responsibility. When the relationship between teacher and parent is well established, students will feel inner peace, which is an important prerequisite for character formation and obedience. On the other hand, if the learning mechanism designed by the teacher is still not able to build a comfortable atmosphere, it will be difficult for students to show obedient and disciplined behavior.

Therefore, the first step that teachers must take is to create a harmonious atmosphere in the school. This atmosphere not only includes relationships between individuals, but also involves classroom arrangement, time management, and a learning system that prioritizes students' active participation. When students feel valued, heard, and involved, then they are indirectly being shaped to become responsible individuals and obedient to class norms. This harmony creates a positive domino effect: students become more comfortable learning, teachers are more likely to guide, and social control runs naturally.

After the realization of harmony in the school environment, only then can teachers focus their attention on a more substantial goal, which is to educate students to become righteous and righteous individuals. This process is inseparable from the effort to build strong social bonds. When students feel part of a supportive and caring environment, they are encouraged to contribute to maintaining that harmony. This is the most effective form of social control—where obedience is not shaped by coercion, but by self-awareness and moral commitment.

In creating a conducive learning atmosphere, teachers are also required to be able to create learning dynamics that are fun, motivating, and meaningful. When the classroom becomes a space full of passion, appreciation, and emotional closeness, a learning environment is formed that is conducive to the emergence of obedience and discipline. Thus, the school house is not only a place to transfer knowledge, but also a peaceful, peaceful, and accomplished social space.

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Conclusions

Student delinquency is a form of behavior that deviates from social norms and school rules, which can be overcome through a social control-based educational approach. In this perspective, social control is not only repressive, but also preventive and educational, aiming to shape students' adherence to norms through the internalization of positive values and habits. Efforts to take action against student delinquency can be carried out through structured coaching, involving religious activities as a vehicle for moral and spiritual formation, as well as extracurricular activities that are able to channel students' energy and potential positively.

Furthermore, habituation to the values of discipline, responsibility, and solidarity needs to be integrated into school life in a sustainable manner. This habituation becomes a form of informal social control that is effective in shaping character and fostering students' intrinsic awareness to behave according to norms. In this case, synergy between teachers, schools, parents, and the social environment is needed to create a harmonious educational ecosystem, support student behavior development, and minimize the potential for delinquency through strengthening participatory and sustainable social control.

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