

## Disciplinary Behavior and Exemplary Teacher as Influencing Factors

Delvia Muslida 1, Firman 2, Riska Ahmad 3

<sup>1,2,3</sup>Universitas Negeri Padang, West Sumatera, Indonesia 123

\*Corresponding author, e-mail: [delvia\\_bk\\_06@yahoo.co.id](mailto:delvia_bk_06@yahoo.co.id)

**Abstract:** This research is based on the phenomenon that is happening related to the relationship between teacher role models with disciplinary behavior and the influence of role models on student disciplinary behavior. This research is quantitative with descriptive correlational research. The sample in this study replaced 272 students who were determined through a proportional stratified random sampling technique. The instruments used were the teacher's exemplary questionnaire and student disciplinary behavior questionnaire. Besides that, the researcher also used a Likert scale model instrument with five alternative answers. Data analysis techniques using simple regression analysis. And the results of the study show the influence of teacher exemplary behavior on student disciplinary behavior at school.

**Keywords:** Education, Exemplary Teacher, Student Discipline Behavior

Received February 13, 2020;  
Revised March 16, 2020;  
Accepted April 20, 2020;  
Published Online May 16, 2020

**Conflict of Interest Disclosures:**

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2020 by author

**How to Cite:** Delvia Muslida 1, Firman 2, Riska Ahmad. 2020. Disciplinary Behavior and Exemplary Teacher as Influencing Factors. *Jaiptekin*, Vol 4 (2): pp. 95-100, DOI: <https://doi.org/10.24036/4.24361>

### Introduction

One conscious and planned effort to realize the goals of education in Indonesia is to improve student discipline. As revealed by Chaplin (2009), discipline is under the control of self-control by resisting unwanted impulses. This is supported by the opinion of Moles (Gunawan, 2012) who revealed that school discipline has two main goals; (1) ensure the safety of staff and students, (2) create an environment conducive to learning. Furthermore, Hasibuan et al. (2019) revealed that discipline is an action that shows orderly and compliant behavior in various rules and regulations. Besides discipline is a person's ability to show the best in all situations through controlling emotions, words, encouragement, desires, and actions. The aim of discipline is to develop responsibility and self-control skills of the students by supporting their mental, emotional and social development (Sadik, 2017).

---

Based on the results of the field survey, information was obtained that students committed many disciplinary violations. Violations committed such as arriving late to school, being late for exams, ditching, pulling out, not wearing appropriate uniforms, not wearing school symbols, wearing colored shoes, littering, wearing lipstick for female students, wearing tight shirts and skirts on students women and wearing pencil pants for male students. In addition, students play gadgets during the learning process, often out during the learning process, interrupting friends who are studying, smoking at school, speaking harshly, and fighting the teacher's words.

This phenomenon is supported by the research of Bernardus (2009) who found that disciplinary violations that often occur in schools such as; playing truant, being late for school, making a noise in class, chatting in class when the teacher is explaining the lesson, not wearing the full school attributes, and cheating. Undisciplined behavior arises because there are rules that are disliked by students (Natalia et al., 2015). Besides that, from the results of Khasinah, (2017); Temitayo et al (2013) found that the forms of disciplinary violations that occurred were truancy, absenteeism, fighting, stealing, and drug addiction, among others as typical examples of disciplinary problems experienced in the study area. The results of other studies also showed that one form of students unable to regulate themselves in learning was truant behavior. Truancy is a symptom that is the result of one or more factors in the life of a child that prevents his attendance at school (Suhendra et al., 2016). In line with this, Hamalik (2012); Ningsih et al. (2018) mentions the form of disciplinary violations committed by students for example; lazy to go to school, arrive late, disturb other children who are learning, make a fuss, cheat at the test, play truant or go home prematurely, and take aggressive actions. Evidence suggests that there is a connection between school-based exclusionary discipline practices and detrimental school and life outcomes, including involvement in the juvenile justice system (Skiba et al., 2014, 2016).

Considering the importance of guidance and modeling in fulfilling students' developmental tasks from the surrounding adults, the second adult after parents who interact a lot with students is the teacher. The teacher is an educator who gives a significant influence to the knowledge and character of students (Deliligka et al., 2017). Because one task of the teacher is as a motivator who must try to direct the formation of attitudes (personality) on his students (Koca, 2016). The attitudes and behaviors displayed by teachers are part of efforts to discipline students in schools (Gunawan, 2012). Teachers' attitudes, actions, and behavior that students imitate are referred to as models or role models (Mulyasa, 2011). Being a teacher should have an exemplary example for students to emulate. The exemplary example that needs to be applied by the teacher can be from the words, manners and examples of exemplary behavior in everyday life. Because education is organized by giving examples, building will, and developing students' creativity in the learning process (Duke et al., 2017). The attitudes, examples, actions, and words of the teachers seen and heard by students can seep into his heart and the impact sometimes exceeds the influence of his parents at home (Rai & Chunrao, 2016).

Data got through preliminary studies reveal that there are still teachers who say harshly to students, the inconsistency between what teachers convey and what teachers do such as assessing the results of student assignments and enforcing rules in the classroom during the learning process, students acknowledge how to dress the teacher in front of the class influence students in learning, teachers who wear flashy clothes and excessive jewelry make students not concentrated learning. In addition, students often look for reasons to pull out, skip or go in and out of class if the teacher who is teaching is the teacher he or she dislikes.

Based on the phenomena that have been explained, the purpose of this study is to examine the relationship between the teacher's example and the discipline behavior of students, and to determine the effect of the teacher's example on the student's disciplinary behavior.

## **Method**

The type of research is quantitative with correlational descriptive approach (Yusuf, 2014). The population in this study was class X and class XI of vocational high school students, totaling 845 students. For the sampling of the study, a proportional stratified random sampling technique was used. It is a random sampling and proportional sampling from members of the population (Creswell, 2012). So that the number of samples in this study were 272 students. The instruments used in this study were teacher's teacher questionnaire (variable X) and student disciplinary behavior questionnaire (variable Y). Besides that, the researcher also used a Likert scale model instrument consisting of five alternative answers,

namely; very suitable, appropriate, quite appropriate, less appropriate and not appropriate. Analysis of the validity test of the instrument uses product-moment correlation. The validity value of the teacher's exemplary questionnaire was 0.42 and the value of the questionnaire on the discipline behavior of students was 0.48. The reliability of the instrument uses alpha cronbach with values of 0.83 and 0.86. Test data analysis requirements using the normality test and linearity test. The data analysis technique that researchers use is simple regression. Simple regression techniques are used to determine the effect of teacher exemplary behavior on student undisciplined behavior.

## Results and Discussion

The results of data analysis will be presented. The data presented includes; 1) the data normality test, 2) the data linearity test, and 3) whether the teacher's example affects the students' disciplinary behavior.

### The Results of the Normality Test

Data normality test aims to determine the distribution of data with normal distribution or not. Data normality test uses Kolmogorov-Smirnov analysis. It shows the results in the following table.

**Table 1.** Data Normality Test Results

Variable	Asymp. Sig.	Signification	Information
X	0,187	0,05	Normal
Y	0,190		Normal

The results of the normality test data calculation on the table above. Both variables have Asymp scores. Sig. greater than the predetermined significant level. Data from both variables are normally distributed and have fulfilled one requirement for regression analysis (Widiyanto, 2013).

### The Result of the Linearity Test

Linearity test aims to determine whether there is a linear relationship between variables. Linearity test in this study uses the regression line equation. If  $F_{\text{count}} < F_{\text{table}}$  and deviation from linearity value  $> 0.05$ , it can be said to be linear (Siregar, 2014). The results of processing the linearity test can be seen in the following table.

**Table 2.** Data Linearity Test Results

Variable	Deviation from Linearity	$F_{\text{count}}$	Information
XY	0,921	0,719	Linear

Based on the table above, the value of deviation from linearity is  $0.921 > 0.05$  and the value of  $F_{\text{count}} < F_{\text{table}}$  ( $0.719 < 3.876$ ). This means that there is a significant linear relationship between the teacher exemplary variable (X) and the student's disciplinary behavior variable (Y).

### Effect of Exemplary Teacher on Student Discipline Behavior

To determine the effect of teacher modeling on student disciplinary behavior, a simple regression test is performed. The results can be seen in the following table.

**Table 3.** Simple Regression Test Results for Variable X for Variable Y

Variabel	r	r Square	Adjusted r Square
X - Y	0,326	0,106	0,103

---

The results of the simple regression analysis above show a correlation coefficient ( $r$ ) of 0.326 and a coefficient of determination ( $r$  square) of 0.106. The percentage of teachers' models of student discipline behavior can be seen in the adjusted  $r$  square column with a value of 0.103 or 10.3% ( $0.103 \times 100\%$ ).

Based on this processing, an  $r$  value of  $0.327 > 0.05$  was obtained. This means that there is a positive and significant relationship between the teacher's example and the discipline behavior of students. A positive relationship means that the more positive the teacher's example is, the higher the student's disciplinary behavior or vice versa. This result is supported by opinion Aprilianingsih & Lisnawati (2019) which states that the personality of a teacher has an important role in school discipline. Furthermore, the research results Budiyo & Harmawati (2017) mentioned that disciplinary behavior displayed by the teacher, became an exemplary example to develop the character values possessed by students. Beside that, Argon & Sezen-Gültekin (2016) also mentioned that moral support from teachers has an important role for students to reduce negative student behavior in learning. In addition, the results of the study Immaculate (2010) found many reports that showed that there were some teachers who were not good enough to play their role especially inside and outside aspects of classroom education, the role of their supervisors and the role of planning. As a result, cases of student discipline have increased in most Wakiso junior high schools. In other words, the teacher has a significant role in instilling discipline in students.

The teacher exemplary effect on student discipline behavior is 10.3%. This means that, the example of the teacher affects the discipline behavior of students by 10.3%. Saripah (2016) states that the form of teacher modeling is to familiarize exemplary behavior and conduct worship activities. Besides that, the example shown by the teacher is inseparable from the attitude of social justice towards students (Waddell & Vartuli, 2015). Zakiah (2019) states that there is an example of the teacher with the development of the morals of the students. In line with this, Prasetyo & Marzuki, (2016) stated that the teacher's example is one factor that can improve the character of discipline possessed by students. In addition, leadership attitudes possessed by teachers can reduce undisciplined behavior by students (Untari & Hasanah, 2018).

From the results of the research above, the teacher's exemplary forms that affect student discipline are 1) polite attitude, 2) communicating in a good and right way, 3) not underestimating students and 4) showing behavior that obeys the rules. Prayitno (2009), states that the form of acquired attitudes from teachers is 1) how to speak words, 2) able to speak honestly, 3) how to dress, 4) how to obey the rules and morals of life, 5) the ability to work hard and 6) have the zest for life to achieve goals. In addition, the sense of responsibility the teacher owns that can be an example for students to obey the rules in school (Sani & Idris, 2013). In line with previous opinions, Goe et al (2017) revealed that role models that can improve students' disciplinary behavior in learning are 1) able to understand students, 2) giving appreciation to students, and 3) able to provide support to students. Thus, the exemplary example given by the teacher can foster moral standards possessed by students in carrying out disciplinary behavior (Dreeben & Barr, 1988). The availability of the teacher becomes one of the determining factors for instilling the value of discipline in students (Smith-sherwood, 2018).

## Conclusion

Based on the description of the results of the study above, it can be concluded that the teacher's example has a positive and significant relationship with student disciplinary behavior. A positive relationship means that the more positive the teacher's example is, the higher the discipline behavior of students and vice versa. From the analysis of the data above, it is known that the teacher's example has a significant effect on the discipline behavior possessed by students with an influence of 10.3%. This means, the greater the influence of the teacher's example, the student's discipline will also increase. As for the teacher model that has an effect on student discipline behavior 1) good speaking skills, 2) work spirit, 3) way of speaking, 4) honesty, 5) ability to support relationships and moral life, 6) ability to support with 7) have a sense of responsibility towards oneself and the environment.

The benefits of the results for teachers can help teachers to improve their self-example. It is needed, only the knowledge and understanding got by students from the teacher, but students also get examples of examples the teacher applies that. The limitations of this study only use two variables and for further research can develop by adding other variables related to student disciplinary behavior.

---

## References

- Aprilianingsih, E., & Lisnawati, S. (2019). Hubungan keteladanan gurur terhadap akhlak siswa di MTsAR-Rofiky Kabupaten Bogor. *Jurnal Mitra Pendidikan*, 3(4), 541–552. <http://ejournalmitrapendidikan.com/index.php/e-jmp/article/view/533/326>
- Argon, T., & Sezen-Gültekin, G. (2016). Pedagogical Formation Students' Resistance Behaviors towards Teaching-learning Processes and Their Moral Maturity. *Universal Journal of Educational Research*, 4(12A), 16–21. <https://doi.org/10.13189/ujer.2016.041303>
- Bernardus, W. (2009). *Keefektivan konseling kelompok realitas untuk meningkatkan perilaku disiplin siswa di sekolah*. Universitas Negeri Malang.
- Budiyono, B., & Harmawati, Y. (2017). Penguatan Pendidikan Karakter Melalui Nilai-Nilai Keteladanan Guru dan Orang Tua Pada Siswa sekolah Dasar. *Prosiding Seminar Nasional PPkn III*, 1–10.
- Chaplin, J. P. (2009). *Kamus lengkap psikologi* (K. Kartono (ed.)). Rajawali Pers.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative, and Qualitative Research*. Pearson.
- Deliligka, S., Bekiari, A., & Sympas, I. (2017). Verbal Aggressiveness and Argumentativeness in Physical Education: Perceptions of Teachers and Students in Qualitative and Quantitative Exploration. *Psychology*, 8, 1693–1717. <https://doi.org/10.4236/psych.2017.811112>
- Dreeben, R., & Barr, R. (1988). Classroom composition and the design of instruction. *Sociology of Education*, 61, 129–142.
- Duke, N. K., Cervetti, G. N., & Wise, C. N. (2017). Learning From Exemplary Teachers of Literacy. *The Reading Teacher*, 71(4), 395–400. <https://doi.org/10.1002/trtr.1654>
- Goe, L., Wylie, E. C., & Olson, D. (2017). State of the States' Teacher Evaluation and Support Systems: A Perspective From Exemplary Teachers. *Teacher Evaluation and Support Systems*, 1–29.
- Gunawan, H. (2012). *Pendidikan karakter konsep dan implementasi*. Alfabeta.
- Hamalik, O. (2012). *Psikologi belajar dan mengajar*. Sinar Baru Algensindo.
- Hasibuan, A. M., Ahmad, R., & Syukur, Y. (2019). The Effectiveness of Information Services with the Jigsaw Cooperative Learning Model to Improve the Understanding of Discipline Learning of the Student. *International Journal of Applied Counseling and Social Sciences*, 01(01), 62–71. <https://doi.org/10.24036/005313ijaccs>
- Immaculate, N. (2010). *The effect of teachers' leadership role on students' discipline in secondary schools in Wakiso district*. Makerere University.
- Khasinah, S. (2017). MANAGING DISRUPTIVE BEHAVIOR OF STUDENTS IN LANGUAGE CLASSROOM. *Englisia*, 4(2), 79–89.
- Koca, F. (2016). Motivation to Learn and Teacher – Student Relationship. *Journal of International Education and Leadership*, 6(2), 1–20. <http://www.jielusa.org/>
- Mulyasa. (2011). *Menjadi guru profesional*. Remaja Rosdakarya.
- Natalia, N., Firman, F., & Daharnis, D. (2015). Jurnal Konseling dan Pendidikan. *Jurnal Konseling Dan Pendidikan*, 3(2), 40–48. <http://jurnal.konselingindonesia.com>
- Ningsih, E., Firman, F., & Erlamsyah, E. (2018). Efektivitas Pendekatan Konseling Realitas Setting Kelompok untuk Meningkatkan Pemahaman Siswa tentang Dampak Bahaya Narkoba. *Jurnal Neo Konseling*, 1, 1–8. <https://doi.org/10.24036/XXXXXXXXXX-X-XX>
- Prasetyo, D., & Marzuki, M. (2016). BUILDING CHARACTER THROUGH THE EXAMPLE OF CITIZENSHIP EDUCATION TEACHERS IN AL AZHAR ISLAMIC SCHOOL OF YOGYAKARTA. *Jurnal Pendidikan Karakter*, 4(2), 215–231.
- Prayitno. (2009). *Modul pendidikan profesi pendidik: Pendidik profesional*. Jurusan Bimbingan dan Konseling

---

FIP UNP.

- Rai, L., & Chunrao, D. (2016). Influencing Factors of Success and Failure in MOOC and General Analysis of Learner Behavior. *International Journal of Information and Education Technology*, 6(4), 262–268. <https://doi.org/10.7763/IJiet.2016.V6.697>
- Sadik, F. (2017). Children and Discipline: Investigating Secondary School Students' Perception of Discipline through Metaphors. *European Journal of Educational Research*, 7(1), 31–45. <https://doi.org/10.12973/eu-jer.7.1.31>
- Sani, N. B., & Idris, A. R. bin. (2013). IDENTIFYING THE CHALLENGES ENCOUNTERED BY TEACHERS IN DEALING WITH INDIGENOUS STUDENTS. *MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT*, 1(3), 48–63.
- Saripah, I. (2016). PERAN ORANG TUA DAN KETELADANAN GURU DALAM. *STUDIA DIDKATIKA Jurnal Ilmiah Pendidikan*, 10(2), 19–32.
- Siregar, I. (2014). *Statistik Parametrik untuk Penelitian Kuantitatif*. Bumi Aksara.
- Skiba, R. J., Arredondo, M. I., & Williams, N. T. (2014). More than a metaphor: The contribution of exclusionary discipline to a school-to-prison pipeline. *Equity & Excellence in Education*, 47(4), 546–564.
- Skiba, R. J., Ormiston, H., Martinez, S., & Cummings, J. (2016). Teaching the social curriculum: Classroom management as behavioral instruction. *Theory into Practice*, 55(2), 120–128.
- Smith-sherwood, H. (2018). Profiles of Pre-service Teacher Education : An Investigation into the Nature of Selected Exemplary Programs in Jamaica and Michigan. *Journal of Education and Learning*, 7(2), 139–156. <https://doi.org/10.5539/jel.v7n2p139>
- Suhendra, M., Neviyarni, N., & Ahmad, R. (2016). Kontribusi Motivasi Berprestasi terhadap Regulasi Diri Siswa Membolos di Madrasah Aliyah Negeri 2 Payakumbuh serta Implikasinya terhadap Layanan Bimbingan dan Konseling. *Konselor*, 5(2), 124. <https://doi.org/10.24036/02016526550-0-00>
- Temitayo, O., Nayaya, M. A., & Lukman, A. A. (2013). Management of disciplinary problems in secondary schools: Jalingo Metropolis in focus. *Global Journal of Human Social Science, Linguistics and Education*, 13(14), 7–19.
- Untari, R. S., & Hasanah, F. N. (2018). Case Study of Teacher Leadership Style in Improving Student Discipline. *1st International Conference on Intellectuals' Global Responsibility*, 125(Icigr 2017), 247–250.
- Waddell, J., & Vartuli, S. (2015). Moving from Traditional Teacher Education to a Field-Based Urban Teacher Education Program : One Program 's Story of Reform. *The Professional Educator*, 39(2).
- Widiyanto, M. A. (2013). *Statistika Terapan Konsep dan Aplikasi SPSS/Lisrel dalam Penelitian Pendidikan, Psikologi dan Ilmu Sosial Lainnya*. Elex Media Komputindo.
- Yusuf, A. M. (2014). *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan*. Prenamedia Group.
- Zakiah, Z. (2019). HUBUNGAN PERSEPSI SISWA TENTANG KETELADANAN GURU DAN POLA ASUH ORANGTUA DENGAN AKHLAK SISWA (STUDI KOMPARASI DI MTS INSAN TAQWA KECAMATAN CIOMAS KABUPATEN BOGOR). *Jurnal Educate*, 4(1), 79–94.