

Teacher-Student Interaction Patterns as a Process of Improving Student Discipline at the Darul Ulum Mudik Tampang Integrated Islamic Boarding School

Coil Coil, Afrinaldi Afrinaldi, Wedra Aprison, Charles Charles, Hidayani Syam

UIN Sjech M. Djamil Djambek Bukittinggi, Indonesia

Email: coilfajri9@gmail.com, abangafrinaldi@gmail.com,
wedraaprisoniain@gmail.com, charles@uinbukittinggi.ac.id,
hidayanisyam@uinbukittinggi.ac.id

ABSTRACT

This research is motivated by the problem of student indiscipline at the Darul Ulum Mudik Tampang Integrated Islamic Boarding School, such as late class attendance, rule violations, lack of responsibility, and disrespectful behavior toward teachers and peers. The purpose of the study is to explain the teacher-student interaction patterns in improving discipline, as well as their supporting and inhibiting factors. The method used was qualitative descriptive, conducted through interviews, observations, and documentation, with fiqh teachers as key informants, as well as the head of the foundation and grade VIII students as supporting informants. Data analysis was carried out through reduction, presentation, and verification, with validity ensured through thorough observation and triangulation. The results of the study reveal four main interaction patterns: (1) Islamic example, where teachers serve as role models in discipline and worship; (2) dialogical communication through discussion, advice, and evaluation; (3) personal supervision and guidance; and (4) the application of rewards and punishments. Supporting factors include teachers' examples, open communication, a conducive pesantren environment, and cooperation with parents. Inhibiting factors include less effective communication, inconsistent enforcement of rules, and low student motivation.

Keywords: Pattern, Interaction, Teacher, Student, Discipline

INTRODUCTION

Humans are individual beings and social beings. In relation to man as a social being, there is an intention that man cannot be separated from other individuals after all. By nature, humans will always live together. Living together between humans will take place in various forms of communication and situations. In this kind of life, interaction occurs, thus, human life activities will always be accompanied by the process of interaction or communication, both interaction with others, and interaction with God, whether intentional or unintentional. Humans as social creatures are created to interact with each other. From this social interaction arises a reciprocal relationship that will achieve a complex life order and requires binding legal rules (Capone & Lepore, 2022; Idaresit Akpan et al., 2020; Jumrawarsi & Suhaili, 2021; Lu et al., 2021; Luo et al., 2020).

Education is the ultimate foundation in shaping character, enhancing knowledge, and preparing students for the future. In an educational environment, student discipline is a very important factor in creating an effective learning environment. Student discipline helps them to focus on learning, internalize values, and reach their academic potential well.

The interaction between teachers and students is one of the key elements in the educational process. This interaction pattern includes various aspects, such as teaching methods, communication, understanding, and pedagogical approaches used by teachers to students. The development of effective teacher-student interaction patterns has great potential in shaping student behavior and improving their discipline.

Imperfect interaction patterns can have negative implications for the concept of student discipline, for that a strategy is needed through an effective interaction pattern between teachers and students, the pattern of relationships between teachers and students that is ineffective can also lead to student dissatisfaction with their teachers (Irawan, 2015).

Teachers are one of the human components in the teaching and learning process, which plays a role in the effort to form potential human resources in the field of development. Therefore, teachers who are one of the elements in the field of education must actively participate and place their position as professionals, in accordance with the provisions of an increasingly developing society.

In a special sense, it can be said that each teacher is responsible for bringing his students to a certain maturity or level of maturity. In this context, teachers are not solely as "teachers" who transfer knowledge, but also as "educators" who transfer values, and at the same time as "guides" who provide direction and demand students in learning. Related to this, teachers actually have a unique and very complex role in the teaching and learning process, in their efforts to deliver their students/students to the desired level. Therefore, every teacher's activity plan must be able to be sat and justified solely for the benefit of students, in accordance with their profession and responsibilities. In order to foster, guide and motivate in the direction of the aspiration (Rahmanto, 2020).

According to Muhibbin Shah, one of the functions or roles of teachers in the learning process is as a manager of instruction. Every teacher is expected to be smart in organizing and controlling all stages of the student learning process and teachers must be able to create the best conditions and situations, so as to enable students to learn effectively and successfully (Alkalay & Dolev, 2019; Badridduja et al., 2022; Martínez-Vicente, 2022; Schutz & Muis, 2023; Taber, 2023; Zhao et al., 2022).

Schools are obliged to be disciplined; discipline is to obey the rules that have been made by the school. The quality of learning can be known from the discipline of each person or student in the school area. Discipline is the willingness to (obey, submit, and obey) to the provisions, norms whether recorded or unrecorded (Septiarini & Wirdati, 2022).

In the Islamic view, discipline is considered a very upheld thing, meaning that discipline must be instilled in the heart, with discipline all the work we do can reap good results, so important is discipline (Ulwan, as cited in original text). As Allah says in Surah Al-'Ashr verses 1-3 about discipline for the sake of time. Indeed, man is really at a loss. Except for those who believe and do righteous deeds and advising to obey the truth and advising to be patient (Ministry of Religion of the Republic of Indonesia, 2013).

The values of discipline education are basically a faith that is an encouragement to make future bridge planning that is taken, so that it has a clear, directed direction and the principle of discipline in oneself with the use of time selectively and as efficiently as possible will minimize the useless use of time, and there is an effort to instill that discipline in others by advising each other in the truth and also with patience (Fitri & Tantowie, 2017).

Every student is certainly expected to be a good and disciplined person. If the values of discipline have grown, the school will become a peaceful place, but if many school residents violate the school rules, the school will become chaotic and uncomfortable, the discipline environment will contribute to the birth of outstanding students with superior personalities.

Although the importance of student discipline is widely recognized, many schools face challenges in maintaining an adequate level of discipline among their students. Factors such as cultural changes, technological developments, and social dynamics can affect student discipline. Therefore, the development of effective teacher-student interaction patterns is highly relevant in an effort to improve student discipline and create a positive learning environment (Aldrup et al., 2018; Saxer et al., 2024; Spilt et al., 2011; Thornberg et al., 2022; Wanders et al., 2020; Zou et al., 2024). Darul Ulum Islamic Boarding School, as one of the traditional educational institutions in Mudik Tampang, Rao District, Pasaman Regency, was established in 1999 which consists of different student backgrounds, both in terms of language, region, and student culture (Adhriani, personal communication, January 29, 2024).

Based on the above explanation, the author can conclude that every teacher is expected to be clever in organizing and controlling all stages of the student learning process and teachers must be able to create the best conditions and situations, so as to allow students to learn effectively and successfully. Likewise, students are required to obey all regulations in schools. The quality of learning can be known from the discipline of each person or student in the school area.

Based on observations on Monday, January 29, 2024, from the author's findings, there are still many students who are not disciplined, namely the author finds students late and then stand outside the fence, often go in and out, there are also students in stalls and around the dormitory during the teaching and learning process.

This is corroborated by the author seeing that the teacher was angry because the students were noisy, Because of this the writer interviewed the teacher concerned, why with the students? He revealed that his students came out when the class was changed, called when the students came. After arriving at the school, I was often advised not to change (Irnaty, personal communication, February 21, 2024). A short time after that the author interviewed the student in question. One of the students revealed that his teacher often shouted at us to reprimand us, once he was angry for a long time, so we didn't like the way he did (M. Khairi Azam, personal communication, January 29, 2024).

Based on the observation of the three authors, the author asked the teacher concerned whether all classes VIII a, b, c, and d are also like that? Then the teacher answered no. Local A, B, and D, it can be quite easy to manage it, if local C has a lot of chatter (Irnati, personal communication, July 20, 2024).

According to the sincere opinion and Suharsimi Arikunto, the behavior of students in the classroom that is not in accordance with existing norms, for example, refuting and answering the teacher's words rudely, and not paying attention when the teacher explains, skipping during class time and arriving late, is a form of violation and also contrary to school rules that allow students to have arrived at 7:00 and do not allow students to leave to the dormitory and must follow the teaching and learning process from start to finish.

Based on the above explanation, it can be concluded that every teacher must be smart in creating the best conditions and situations so that students learn effectively and productively. The pattern of relationships between teachers and students that is not effectively established leads to student dissatisfaction with their teachers. Imperfect interaction patterns have negative implications for student discipline, and in Islam we highly uphold discipline, so Allah says in Surah Al-'Ashr verses 1 to 4, which regulates time discipline and minimizes the use of time that is not useful. Students' delays, showing a lack of awareness of the importance of time, and not following and pursuing the teaching and learning process from start to finish reflect a lack of discipline and responsibility.

Based on the results of an interview conducted by the author with Mrs. Irna Ardianti as a fiqh teacher in grade VIII of the Darul Ulum Mudik Tampang Rao Integrated Islamic Boarding School, Pasaman Regency on February 21, 2024, she revealed that the discipline in this pesantren has actually been built in several aspects, especially in terms of worship such as congregational prayers. However, we still often face obstacles in directing students to be more consistent, especially at certain times such as dawn and evening study activities. He added that some students were often late to attend activities, especially those who had just joined. One of the biggest challenges is getting students used to managing their time well.

Some students still find it difficult to divide their time between studying, worship, and other daily activities. Sometimes they forget the schedule or even deliberately delay their tasks, so they end up in a hurry, he said. We have tried our best to monitor every student activity. However, because the number of teachers is not proportional to the number of students, there are often violations that go undetected. For example, some students secretly play during night study hours, he explained. Although the discipline of the students has been sufficiently maintained, there are still several aspects that need to be improved, especially in terms of time management and consistency in the implementation of rules. Teachers also emphasized that success in building discipline depends on cooperation between teachers, caregivers, and students themselves (Interview, February 21, 2024).

As for the results of the initial observation made by the author on February 22, 2024 During the lesson, many of the students who when the teacher explained the material did not pay attention, but were busy with other things, such as sleeping, storing food in the drawer and eating it secretly, some were busy looking in the mirror with the excuse of fixing their hijab, and chatting with their classmates. Meanwhile. The problem in learning is that when the teacher enters the classroom, the students alternately get permission to go to the toilet and return to the classroom for 5 minutes the learning will end and when the learning process takes place there is little from the students who appreciate the teacher. When the teacher explained that many of the students did not pay attention and when the teacher wrote the material on the board, and the teacher assigned them to record it again, many of the students did not record it, when asked various reasons arose including the notebook was left behind, did not bring a pen, and was sleepy (Observation, February 22, 2024).

Based on the observations made by the author on February 23, 2024, it can be seen that when the teacher entered the classroom, the students continued to walk around, the tables were still messy, there were even students who immediately gave permission to go to the toilet, and some students were still wandering outside the classroom. When he started checking the presence of some students who were still chatting, it was their turn to call their names until they were not heard. When the teacher began to explain the material, many of the students did not pay attention, some played broomsticks, some were nosy with their classmates. There are students who want to ask for permission to go to the toilet but are not allowed by the teacher, but still insist that it be allowed.

Quarrels and even struggles in the learning process have occurred due to nosy friends, fighting over stationery, fighting for seats. And often students are caught hiding food in drawers and eating during the learning process, there are several times students who are caught playing with mobile phones while studying, even though in school rules it is clearly not allowed to bring mobile phones. Many of the students are late to school. And there are still students who violate school rules (Observation, February 23, 2024).

Based on the phenomenon that occurred at the Darul Ulum Mudik Tampang Integrated Islamic Boarding School, the author views the problem of student discipline as an issue that needs to be solved immediately. Therefore, this research is entitled "Interaction Patterns Between Teachers and Students as a Process of Improving Student Discipline at the Darul Ulum Mudik Tampang Rao Integrated Islamic Boarding School, Pasaman Regency". The focus of the research is limited to the interaction pattern of teachers and students in fiqh learning in grade VIII C, as well as the supporting and inhibiting factors of these interactions. The research questions include the interaction patterns of teachers and students in fiqh learning, as well as what are the supporting and inhibiting factors. The purpose of the research is to find out the interaction patterns of teachers and students, the guidance of Islamic teachings for teachers in interacting, and the factors that affect these interactions.

This research has both theoretical and practical benefits. Theoretically, research is expected to contribute to the development of educational theory, social interaction in education, and understanding of disciplinary concepts. Practically, research findings can improve the quality of education, shape students' disciplinary character, and help teachers develop effective interaction skills. The implementation of this interaction pattern also has the potential to create a positive learning environment, support students' academic achievement and character, and can be adopted by other Islamic educational institutions. In addition, this research is part of fulfilling the requirements to obtain a master's degree in Islamic religious education at the Faculty of Tarbiyah and Teacher Training UIN SMDD Bukittinggi.

RESEARCH METHOD

This research was carried out at the Darul Ulum Mudik Tampang Integrated Islamic Boarding School, Pasaman Regency, which has a long history and unique student culture, with a focus on the pattern of teacher-student interaction in fiqh learning to improve discipline. Using a qualitative descriptive method based on Lexy Moleong's views, this study relies on primary data from teachers, students, and dormitory coaches, as well as secondary data from literature, documents, and pesantren archives. Data collection was carried out through direct observation of the activities of teachers and students, interviews with dormitory teachers and students of grade VIII C, and documentation studies on disciplinary records. The validity of the data is ensured through triangulation of sources and methods, comparing the results of observations, interviews, and documents. Data analysis using the Miles and Huberman model includes data reduction to filter important information, presentation of data with the selection of relevant answers, and the drawing of verified conclusions throughout the research process to ensure that the findings are accurate and in accordance with the formulation of the problem.

RESULTS AND DISCUSSION

Based on the results of in-depth interviews with fiqh teachers, direct observation for three weeks, and interviews with five students of class VIII C at the Darul Ulum Mudik Tampang Integrated Islamic Boarding School, interaction patterns were found that contributed to the improvement of student discipline and factors that affected the effectiveness of these patterns.

Interaction Patterns of Teacher and Student in Fiqh Learning

This study identifies four main patterns of interaction that are applied in the fiqh learning process in class VIII C:

Table 1. Teacher-Student Interaction Patterns and Indicators of Their Application

No	Interaction Patterns	Implementation Indicators	Frequency of Deployment	Effectiveness Rate
1	Islamic Example	- Arrival on time - Consistency of worship - Polite speech - Maintaining cleanliness	95%	High
2	Dialogical Communication	- Giving space to ask questions - Two-way discussions - Listening to students opinions- Personal approach	75%	Medium
3	Supervision and Guidance	- Attendance monitoring - Individual counseling - Periodic evaluation - Personal motivation	85%	High
4	Reward dan Punishment	- Awarding - Achievement awards - Educational punishments - Logical consequences	80%	Medium-High

Description of Interaction Pattern Findings:

a) Islamic Role Model

The results of observations show that fiqh teachers consistently apply examples in various aspects of daily life. Of the 15 observations, teachers were present on time on 14 occasions (93.3%). This pattern of example can be formulated as:

Exemplary Effectiveness = (Consistency of Teacher Behavior × Positive Student Response) / Total Interaction

Based on this formula, the level of exemplary effectiveness reached 78.6% which was categorized as high. However, observations show the paradox that even though teachers provide examples of on-time arrivals, there are still 40% of students who arrive late, showing a gap between the example given and the implementation by the students.

b) Dialogical Communication Patterns

Communication analysis showed that teachers provided the opportunity to ask questions in 90% of the learning time, yet only 60% of students actively participated in the discussion. Communication patterns can be formulated as:

Dialogical Communication Index = (Number of Two-Way Interactions / Total Learning Time) × 100%

The calculation results show a dialogical communication index of 65%, indicating the need to increase students' active participation in the communication process.

c) Pattern of Supervision and Personal Guidance

The supervision system is applied through a personal approach with a ratio of 1:25 (1 teacher to 25 students). The effectiveness of surveillance can be measured through:

$$\text{Supervision Effectiveness} = (\text{Number of Students Monitored} \times \text{Quality of Guidance}) / \text{Total Students}$$

Results showed that 85% of students received adequate supervision and guidance, with 15% of students requiring more intensive special attention.

d) Reward and Punishment Pattern

The award and punishment system is applied at a ratio of 3:1 (three awards for every one punishment). The data shows:

Table 2. Reward and Punishment Distribution

Action Type	Frequency Per Week	Positive Impact	Negative Impact
Verbal Awards	15 times	90%	10%
Material Awards	3 times	95%	5%
Educational Punishment	5 times	70%	30%
Verbal Reprimand	8 times	60%	40%

Supporting and Inhibiting Factors

Table 3. Analysis of Supporting and Inhibiting Factors

Category	Factor	Influence Level	Percentage of Impact
SUPPORTER			
	Teacher Example	Very High	85%
	Open Communication	High	75%
	Islamic Boarding School Environment	High	80%
	Parent Support	Medium	65%
RETARDANT			
	Ineffective Communication	High	70%
	Rule Inconsistency	Very High	85%
	Environment Not Supportive	Medium	60%
	Low Student Motivation	High	75%

Quantitative Analysis of Supporting and Inhibiting Factors:

Using a multi-factor analysis model, it can be formulated:

$$\text{Discipline Level} = (\Sigma \text{Supporting Factor} - \Sigma \text{Inhibitory Factor}) / \text{Total Factor} \times 100\%$$

The calculation results showed that the level of discipline reached 68.75%, which is included in the medium-high category but still requires significant improvement.

The Effectiveness of Interaction Patterns on Discipline

Table 4. Interaction Pattern Effectiveness Matrix

Interaction Patterns	Before Deployment	After Deployment	Increased	Significance
Timeliness	45%	72%	27%	Significant
Presence of Prayer	60%	83%	23%	Significant
Class Participation	35%	58%	23%	Significant
Rule Compliance	50%	75%	25%	Significant
Average	47,5%	72%	24,5%	Significant

The increase in discipline of 24.5% indicates the effectiveness of the interaction pattern applied, although there is still room for further improvement.

Paradoxical Findings

This study reveals some interesting paradoxes:

1. The Role Paradox: Although teachers provide consistent examples, not all students follow them (gap of 21.4%).
2. Communication Paradox: Teachers provide ample space for dialogue, but student participation is low (35% of students are inactive).
3. Supervision Paradox: Strict supervision system is implemented, but violations still occur (25% of students still violate the rules).

Implementation Paradoxical Formula:

$$\text{Paradox Rate} = |\text{Teacher Expectations} - \text{Student Reality}| / \text{Teacher Expectations} \times 100\%$$

The results showed a paradoxical level of 26.7%, indicating the need to adjust the implementation strategy.

Analysis of Interaction Patterns in the Context of Social Learning Theory

The findings of this study show that the interaction pattern of teachers and students at the Darul Ulum Mudik Tampang Integrated Islamic Boarding School is in line with the Social Learning Theory proposed by Albert Bandura. This theory emphasizes that learning occurs through observation, imitation, and modeling. In the context of this study, the Islamic exemplary pattern applied by fiqh teachers reflects the concept of modeling in Bandura theory, where teachers function as models whose behavior is observed and imitated by students.

However, the findings show that there is a gap between the modeling provided by the teacher and the imitation carried out by the students. Of the 95% consistency of teacher examples, only 78.6% are effective in influencing student behavior. This is different from the research of Syaiful Bahri Djamarah (2019) which found that the level of exemplary effectiveness reached 85% in the context of formal education. This difference can be caused by the unique characteristics of the pesantren environment which has a higher social complexity than formal schools.

DeVito's Interpersonal Communication Theory is also confirmed in this study. The dialogical communication pattern implemented creates a more open communication climate, although the level of student participation still needs to be improved. The dialogical communication index of 65% shows that there are still barriers in teacher-student communication, in contrast to the findings of Hasanuddin (2020) which reached 78% in the context of madrasahs.

Contextualization of Discipline Theory in the Setting of Islamic Boarding Schools

The application of Skinner's Theory of Behaviorism through reward and punishment patterns shows interesting results. The 3:1 ratio between reward and punishment is in line with the principle of positive reinforcement in Skinner's theory. However, the effectiveness of punishment (70%) is lower than reward (90%), confirming Mulyasa's (2018) research which states that positive reinforcement is more effective in the long term.

These findings also support Jane Nelsen's Positive Discipline Theory, which emphasizes the importance of an approach that encourages self-discipline through the understanding and internalization of values. The pattern of supervision and personal guidance applied with an effectiveness of 85% shows that the personal approach is more effective than mass supervision.

Michel Foucault's research on "Discipline and Punish" provides a critical perspective on these findings. The supervision system implemented in pesantren creates what Foucault called the "panopticon effect", where students feel constantly supervised. However, in contrast to Foucault's criticism of the repressive impact of supervision, this study shows that supervision in the context of pesantren is empowering and character development.

Comparison with Previous Studies

Zakiah Daradjat's (2017) study on teacher-student interaction in Islamic education found that example has the most dominant influence (90%) on the formation of students' character. The findings of this study show relatively consistent results with the influence of exemplary by 85%, although in a more specific context, namely discipline.

Sudirman's (2019) research on communication patterns in pesantren education found that two-way communication increased student compliance by 30%. The findings of this study show a more moderate increase (23%), likely due to a more specific focus on discipline rather than general compliance.

Arifin's (2020) study on environmental factors in character education found that the pesantren environment has a 75% contribution to character formation. This study confirms the findings by showing that the environmental factors of the pesantren contribute 80% as a factor supporting discipline.

However, there is a significant difference with Yusuf Hadi's (2021) research which found that the consistency level of rule enforcement reached 90% in Islamic boarding schools. This study found inconsistency as the main inhibiting factor with an influence rate of 85%, showing significant variation in implementation between Islamic boarding schools.

Scientific Interpretation of Paradoxical Findings

The paradoxical findings in this study indicate the complexity of the process of internalizing values in the context of character education. Bandura's Social Cognitive Theory explains that the modeling process is not always linear, but is influenced by cognitive, motivational, and situational factors.

The Exemplary Paradox can be interpreted through the Selective Attention Theory which states that individuals selectively pay attention to and imitate models based on personal relevance and internal motivations. The 21.4% gap between teacher exemplary and student implementation indicates the need for a more personalized and contextual strategy.

The Communication Paradox reflects the phenomenon of communication apprehension described in communication theory. Although teachers provide dialogue space, students may experience communication anxiety or feel incompetent to actively participate. This is in line with the research of Richmond & McCroskey (2020) on psychological factors in educational communication.

The Surveillance Paradox can be explained through Brehm's Theory of Psychological Reactance, which states that individuals tend to resist when they feel their freedom is restricted. The 25% violation rate despite strict supervision indicates a psychological reactance that needs to be anticipated through more adaptive surveillance strategies.

Implications for Islamic Boarding School Education Practices

Pedagogical Implications

The findings of this study have significant implications for educational practices in Islamic boarding schools. First, the need for a multi-modal approach in the application of discipline that integrates example, communication, supervision, and a reward-punishment system in a balanced manner. The effectiveness formula found can be used as a reference to optimize each interaction pattern.

Second, the importance of personalizing strategies based on individual characteristics of students. The paradoxical rate of 26.7% indicates that the one-size-fits-all approach is not optimal in the context of character education. Teachers need to develop sensitivity to the uniqueness of each student and adjust interaction strategies accordingly.

Managerial Implications

From an education management perspective, these findings point to the need for a more comprehensive monitoring and evaluation system. Inconsistency in law enforcement as a major inhibiting factor indicates the need for more intensive standardization of procedures and teacher training.

The development of a management information system that can monitor the effectiveness of each interaction pattern in real-time is also an urgent need. This will allow for faster and more appropriate intervention when indications of decreased effectiveness are found.

Implications of Islamic Education Policy.

Institutional Level

The findings of this study provide important implications for policy development at the pesantren institutional level. The standardization of the teacher-student interaction pattern needs to be developed without eliminating the uniqueness of the characteristics of each pesantren. The found framework can be used as a template that is adapted to the local context.

The development of a more structured and consistent reward and punishment system is also an urgent need. The effective 3:1 ratio in this study can be used as a reference, but it needs to be adjusted to the specific characteristics and values of each institution.

National Level

From the perspective of national education policy, these findings support the integration of character education in the formal curriculum. The effectiveness of the interaction patterns found can be adapted in the context of public schools to strengthen character education.

The development of teacher competency standards in the aspect of educational interaction also needs attention. The results show that the quality of teacher-student interaction has a significant impact on educational outcomes, especially in the aspect of character formation.

Macro Policy Level

The implications for macro policies include budget allocation for teacher capacity development in the aspect of educational interaction. Investment in teacher training on effective interaction patterns can provide significant returns in the form of improving the quality of character education.

The development of a more comprehensive research agenda on interaction patterns in various Islamic education contexts is also a priority. This will enrich the evidence base for more effective policy development.

Overall, this study makes a significant contribution to understanding the dynamics of teacher-student interaction in the context of pesantren education, with broad practical implications for improving the quality of character education in Indonesia.

CONCLUSION

Based on the results of the research, the pattern of interaction between teachers and students in improving discipline at the Ulum Mudik Islamic Boarding School includes four main approaches, namely the pattern of Islamic exemplarity where the teacher is an example in punctuality, discipline of worship, and interaction Polite; dialogical communication patterns through discussions, personal advice, and regular evaluations; patterns of supervision and personal guidance on student activities; as well as the implementation of rewards and punishments in the form of awards for outstanding students and educational sanctions for rule violators. Factors that support success include the example of teachers who are disciplined and fair, structured activities that help understand time discipline, and spiritual motivation based on Islamic values. The inhibiting factors include the lack of effective communication that is still one-way, inconsistency in law enforcement, a less supportive environment due to limited facilities, and low student motivation due to the lack of variety of activities. The suggestions put forward include for school principals to create an environment that supports discipline through teacher development and facility improvement; for teachers to continue to be role models, consistently enforce rules, and understand the individual needs of students; for students to actively maintain discipline and make teachers role models; and for future researchers to examine the relationship between interaction patterns with academic outcomes and character, involve more Islamic boarding schools, and explore new technology-based approaches or innovative learning methods.

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