

Research Article

# The Role of Teachers in Handling Behavioral and Discipline Issues of Grade III Elementary School Students

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## ABSTRACT

This study aims to analyze the effectiveness of teachers' roles (both class and subject teachers) in managing the disciplinary behavior of third-grade students in elementary school. The research employed a quantitative approach with an ex post facto correlation design. Data were collected through questionnaires, observations, and documentation, and analyzed using assumption tests, correlation analysis, and multiple regression. Participants included third-grade students, class teachers, and subject teachers, selected through total and purposive sampling techniques. The results indicate that both class and subject teachers significantly contribute to the effectiveness of managing student discipline, with significance values of 0.047 and 0.049 ( $<0.05$ ), respectively. These findings suggest that student discipline is not solely determined by school rules but is also strongly influenced by teachers' consistency in guiding, supervising, and modeling expected behaviors. Overall, teacher involvement plays a crucial role in enhancing student disciplinary behavior.

**Keywords:** Teacher Role; Student Disciplinary; Behavior Management; Elementary School; Students

## 1. INTRODUCTION

Basic education serves as a fundamental stage in shaping students' cognitive, social, and emotional development. At this level, children not only acquire academic skills but also develop character and interpersonal competencies that influence their future behavior (Mardes et al., 2022). However, this developmental period is often accompanied by behavioral challenges such as difficulty maintaining focus, aggression, withdrawal, and minor disciplinary violations, which require effective school support systems to ensure optimal growth. Student discipline plays a crucial role in creating an orderly and effective learning environment, where teachers act not only as providers of instruction but also as role models and character shapers (Nazari & Utami, 2020). Sharaf (2023) emphasizes that the proper implementation of discipline not only ensures student safety but also enhances learning motivation and reduces disruptive behavior, resulting in a more conducive and effective learning atmosphere. In line with these findings, the Ministry of Education and Culture highlights that the development of student character is strongly influenced by the teacher's role within the school environment. How teachers model behavior, enforce rules, foster communication, and create a positive classroom climate determines the quality of character development in students. Teachers are not only educators but also moral figures who shape students' values, habits, and attitudes through daily interactions. Therefore, successful character development depends not solely on the curriculum but primarily on the teacher's consistent role in enforcing discipline, providing guidance, and nurturing a school culture that supports positive behavior.

At SD Muhammadiyah Program Unggulan Colomadu, the number of students with varying levels of discipline (10 students rated as good, 10 as moderate, and 4 as low) is monitored using a point-check system. Student discipline remains a concern, as reflected in repeated rule violations. Class teachers and subject teachers play a central role in managing behavioral issues through strategies such as setting classroom rules, implementing consequences, and maintaining consistency in disciplinary actions (Komarudin & Nurpratiwiningsih, 2023). Challenges remain, particularly related to students' lack of awareness and insufficient parental involvement (Amala & Kaltsum, 2021). National education policies on character development emphasize that schools should serve as safe and inspiring environments that foster positive behavior through consistent habituation (Hajar & Putra, 2021). For third-grade students, who are at a critical stage of socio-emotional development, the teacher's role becomes even more vital, as they are responsible not only for teaching but also for guiding, mentoring, and modeling appropriate disciplinary behavior (Nurhayati, 2020).

The effectiveness of behavioral interventions can be evaluated through a reduction in negative behavior frequency, improvement in students' social skills, and the creation of a more conducive school climate (Nurdian et al., 2025). However,

research specifically measuring the extent to which Guidance and Counseling (BK) teachers contribute to the effectiveness of behavior management in Indonesian elementary schools remains limited (Patel, 2021). Existing studies tend to be qualitative or descriptive and rarely quantify the relationships between key variables.

This study addresses this gap by quantitatively measuring the contribution of class teachers and subject teachers using a student discipline point system (Putri & Dafit, 2022). Each student receives points based on agreed-upon rules when violations occur, and the same monitoring system applies to both class and subject teachers. The findings are expected to provide empirical evidence for school policymakers to strengthen the teacher's role in fostering student discipline. Therefore, this study aims to analyze how the involvement of class teachers and subject teachers contributes to the effectiveness of disciplinary behavior management at SD Muhammadiyah Program Unggulan Colomadu using a quantitative approach.

## 2. RESEARCH METHOD

This study employed a quantitative ex post facto correlational design to analyze the influence of homeroom teachers and subject teachers on the effectiveness of student discipline management at SD Muhammadiyah Program Unggulan Colomadu, an integrated Islamic educational institution implementing the Merdeka Curriculum with a large and diverse student population. The study involved third-grade students from two parallel classes, homeroom teachers, and Islamic Education teachers, using total sampling for the 24 third-grade students and purposive sampling for the teachers. Teacher involvement was measured by the extent to which homeroom teachers ( $X_1$ ) and subject teachers ( $X_2$ ) consistently supervise, enforce rules, guide behavior, and implement classroom management strategies, while discipline effectiveness ( $Y$ ) was defined as a reduction in rule violations and an improvement in compliance, attitudes, and classroom order (Rohim & Yunusi, 2024). Data were collected through questionnaires, observations, and documentation, with the questionnaire as the primary instrument using a five-point Likert scale based on indicators of modeling, consistency, reinforcement, and collaboration. Observation sheets and school records were used to validate and enrich the data (Wahyuni et al., 2022). Analysis included descriptive statistics, followed by tests of assumption validity (Pearson correlation), reliability (Cronbach's Alpha), normality (Kolmogorov-Smirnov or Shapiro-Wilk), linearity (ANOVA), and multicollinearity (Tolerance and VIF). Multiple regression analysis was then conducted to determine the extent to which homeroom and subject teacher involvement predicts the effectiveness of student discipline management.

## 3. RESULTS AND DISCUSSION

### 3.1 Data Description

SD Muhammadiyah Program Unggulan Colomadu is an integrated Islamic elementary school located in the Sabilul Huda Mosque complex in Gedongan, Colomadu, Karanganyar. The school is known for its distinguished programs in character development, technology-based learning, and religious habituation. Supported by a conducive learning environment, the school provides adequate facilities such as air-conditioned classrooms, LCD projectors, a library, a counseling room, and a computer laboratory to enhance technology integration in teaching. Both homeroom teachers and subject teachers play an essential role in shaping students' behavior, discipline, and character. Preliminary observations indicate that while overall student discipline is relatively good, issues such as tardiness, lack of focus during lessons, and low compliance with classroom rules are still present. These conditions highlight the need for active and collaborative involvement of teachers in managing discipline problems consistently. This research was conducted with third-grade students from two parallel classes (III A and III B), who are at a developmental stage that requires strong role models, guidance, and supervision from teachers. Therefore, a questionnaire on teacher involvement was distributed to all students to assess their perceptions of the teachers' roles in addressing disciplinary behavior.

### 3.2 Data Analysis Results

This section presents the data analysis results based on a questionnaire measuring classroom teacher involvement, subject teacher involvement, and the effectiveness of managing disciplinary behavior among third-grade students at SD Muhammadiyah Program Unggulan Colomadu. The analysis includes evaluating instrument quality, data distribution tendencies, and relationships between research variables through validity tests, reliability tests, normality tests, linearity tests, multicollinearity tests, and hypothesis testing, all conducted using SPSS. The purpose of this analysis is to ensure the questionnaire instruments are appropriate, the collected data meet statistical assumptions, and to determine whether there is a significant relationship between classroom teacher involvement and subject teacher involvement with the effectiveness of student discipline management. The analysis results serve as the basis for answering the research questions and verifying the proposed hypotheses.

### 3.3 Validity Test

In this study, an instrument validity test was conducted to ensure that each questionnaire item accurately measured the intended research variables. The validity test was performed using the Pearson Product Moment correlation technique by comparing the correlation value of each item with the total score (total item correlation). Based on the results from 28 respondents, the correlation coefficients ranged from 0.564 to 0.825, with all significance values (Sig. 2-tailed) below 0.05. These results indicate that all items have a strong and statistically significant relationship with the total score. Items such as Item 01 ( $r = 0.786$ ;  $p = 0.000$ ), Item 05 ( $r = 0.798$ ;  $p = 0.000$ ), and Item 09 ( $r = 0.825$ ;  $p = 0.000$ ) showed very high correlation levels, indicating strong validity. Meanwhile, the lowest correlation value, found in Item 08 ( $r = 0.564$ ;  $p = 0.002$ ), still met the minimum validity requirements as it exceeded the threshold and had a significance value below 0.05, as presented in the [Table 1](#).

**Table 1.** Validity Test

No	Pearson Correlation	Sig. (2-Tailed)	Conclusion
1	0,786	0,000	Valid (highly significant)
2	0,717	0,000	Valid (highly significant)
3	0,773	0,000	Valid (highly significant)
4	0,661	0,000	Valid (highly significant)
5	0,798	0,000	Valid (highly significant)
6	0,682	0,000	Valid (highly significant)
7	0,743	0,000	Valid (highly significant)
8	0,564	0,002	Valid (significant)
9	0,825	0,000	Valid (highly significant)
10	0,714	0,000	Valid (highly significant)

Thus, all statement items (instrument 1 to instrument 10) are declared valid and suitable for use as research instruments to measure class teacher involvement, subject teacher involvement, and the effectiveness of student discipline management. These results confirm that the questionnaire instrument accurately represents the variables being studied, and therefore can be appropriately used in the subsequent data collection phase.

### 3.4 Reliability Test

In this study, a reliability test was conducted to ensure that the questionnaire had strong internal consistency. The test employed Cronbach's Alpha, which is appropriate for Likert-scale instruments with multiple response options. The calculation was performed on 10 statement items that had previously passed the validity test.

**Table 2.** Reliability Test

Cronbach's Alpha	N of items
0,901	10

Based on the reliability test results, the instrument obtained a Cronbach's Alpha value of 0.901 with a total of 10 items. This value considerably exceeds the minimum acceptable threshold of 0.70, indicating a very high level of reliability. According to reliability interpretation standards, a value above 0.90 falls into the "highly reliable" category, meaning that the items demonstrate strong internal consistency in measuring the same construct and produce stable results. Therefore, it can be concluded that the questionnaire used in this study has excellent reliability and is appropriate for collecting data related to class teacher involvement, subject teacher involvement, and the effectiveness of addressing student disciplinary behavior. The findings confirm that the instrument generates trustworthy and internally consistent data.

### 3.5 Normality Test

A normality test was conducted to determine whether the questionnaire data from the study titled *"The Role of Teachers in the Effectiveness of Handling Disciplinary Behavior Problems of Third-Grade Students at Muhammadiyah Program Unggulan Colomadu Elementary School"* followed a normal distribution. This test is required prior to applying parametric statistical analysis. The Kolmogorov-Smirnov and Shapiro-Wilk tests were performed using SPSS, with the decision criterion that a significance value (Sig.) greater than 0.05 indicates normally distributed data. The normality test results are presented in [Table 3](#).

**Table 3.** Normality Test

Class	Kolmogorov–Smirnov			Shapiro–Wilk		
	Static	df	sig	Static	df	sig
Student Result	0,112	24	0,200	0,963	24	0,503

Based on the normality test results shown in the table, the Kolmogorov–Smirnov significance value was 0.200 and the Shapiro Wilk significance value was 0.503, both of which exceed the 0.05 significance level. Therefore, it can be concluded that the students’ questionnaire data are normally distributed. This indicates that the data follow an appropriate distribution pattern and meet the assumptions required for subsequent parametric statistical analysis.

### 3.6 Linearity Test

The linearity test was conducted to determine whether the relationships between the independent variables class teacher involvement (X1) and subject teacher involvement (X2) and the dependent variable, student discipline problems (Y), follow a linear pattern, which is an essential assumption for regression analysis. The results show that the significance value for the linearity component of X1–Y is 0.047, which is below the 0.05 threshold, indicating a statistically significant linear relationship. This suggests that higher involvement from class teachers is linearly associated with changes in student discipline issues, meaning X1 meets the linearity assumption and is suitable for inclusion in the regression model. Meanwhile, the significance value for the linearity component of X2–Y is 0.064, which exceeds 0.05, indicating that the linear relationship is not statistically significant. However, the significance value for the deviation from linearity is 0.672, which is greater than 0.05, demonstrating no significant departure from linearity. Thus, although X2 does not exhibit a significant linear relationship with Y, the pattern remains sufficiently linear and acceptable for regression analysis. Overall, the test results confirm that X1 meets the linearity assumption, while X2, despite a weaker contribution, remains appropriate for inclusion in the regression model.

### 3.7 Multicollinearity Test

The multicollinearity test was conducted to determine whether there was a high correlation between the independent variables, namely X1 (Class Teacher Involvement) and X2 (Subject Teacher Involvement), ensuring that the regression model meets the required assumptions. The assessment of multicollinearity in this study was based on the Tolerance and Variance Inflation Factor (VIF) values presented in the Coefficients table.

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1 (Constant)	3,083	,345		8,941	,000	2,268	3,899		
x1	,083	,189	,365	,442	,672	-,363	,529	,122	8,200
x2	,083	,236	,292	,354	,734	-,474	,641	,122	8,200

a. Dependent Variable: Y

**Figure 1.** Multicollinearity Test

The analysis results indicate that the tolerance values for both independent variables are 0.122, while their respective VIF values are 8.200. Theoretically, multicollinearity is considered problematic when tolerance values fall below 0.10 or VIF exceeds 10. In this study, the tolerance values are slightly above the minimum threshold and the VIF values remain below the critical limit, indicating that the regression model does not suffer from severe multicollinearity. Furthermore, the collinearity diagnostics show a Condition Index of 76.315 in Dimension 3, with the variance proportions of both independent variables exceeding 0.90. This suggests a relatively high degree of interrelation among the predictors. However, since the VIF values remain below 10, the detected multicollinearity is not substantial, and the regression model is still considered acceptable for further analysis.

### 3.8 Hypothesis Testing (Pearson Correlation)

The Pearson correlation test was used to examine the relationship between the independent variables Class Teacher Involvement (X<sub>1</sub>) and Subject Teacher Involvement (X<sub>2</sub>) and the dependent variable, Student Discipline Handling Effectiveness (Y). This test also assessed the correlation between the independent variables to identify potential multicollinearity within the model.

**Correlations**

		Y	x1	x2
Y	Pearson Correlation	1	,638*	,634*
	Sig. (2-tailed)		,047	,049
	N	10	10	10
x1	Pearson Correlation	,638*	1	,937**
	Sig. (2-tailed)	,047		,000
	N	10	10	10
x2	Pearson Correlation	,634*	,937**	1
	Sig. (2-tailed)	,049	,000	
	N	10	10	10

\*. Correlation is significant at the 0.05 level (2-tailed).  
 \*\*. Correlation is significant at the 0.01 level (2-tailed).

**Figure 2.** Pearson Correlation Test

Based on the analysis results, the correlation between  $X_1$  and Y was 0.638 with a significance value of 0.047, indicating a significant relationship because the p-value is below 0.05. This correlation coefficient reflects a positive relationship of moderate to strong intensity, meaning that higher classroom teacher involvement is associated with more effective management of student disciplinary issues. Similarly, variable  $X_2$  showed a correlation of 0.634 with Y and a significance level of 0.049, which also confirms a significant and positive relationship between subject teacher involvement and the effectiveness of disciplinary handling. Additionally, the correlation between  $X_1$  and  $X_2$  was 0.937 with a significance value of 0.000, indicating a very strong relationship between the independent variables; however, this value remains within acceptable limits for multicollinearity, as the VIF values did not exceed 10 and Tolerance values were above 0.10, allowing both variables to remain in the regression model. Overall, the Pearson correlation results affirm that both classroom teacher involvement and subject teacher involvement have a significant positive effect on the effectiveness of disciplinary management, reinforcing the crucial role of teacher participation in improving discipline handling in elementary schools.

**4. CONCLUSION**

This study concludes that teacher involvement plays a significant role in enhancing discipline among third-grade students at SD Muhammadiyah Program Unggulan Colomadu. Statistical analysis shows that both homeroom teachers and subject teachers contribute meaningfully to student discipline, supported by correlation values of 0.047 and 0.049 (< 0.05), indicating a strong and relevant relationship. These findings reinforce that discipline is shaped not only by school rules but also by teachers who act as active role models and facilitators. Practically, the results highlight the importance of consistent and collaborative discipline strategies, supported by structured policies, clear procedures, and school-wide coordination. Teachers are encouraged to apply constructive, consistent, and character-focused approaches, while schools should strengthen the discipline system, provide ongoing training, and improve communication with parents. Parents are expected to support discipline at home through clear routines and positive role modeling. Further research is recommended to expand the sample for more representative results, use mixed methods to obtain more comprehensive data, and explore additional variables such as learning motivation, parenting styles, or social factors that may influence student discipline. Additionally, future studies should assess the effectiveness of both homeroom and subject teachers in managing third-grade students' behavioral issues to identify the most effective behavior management strategies.

**RECOMMENDATIONS**

Future research is recommended to expand the sample size, apply mixed-method, comparative, or longitudinal approaches, and include additional variables such as learning motivation, parenting style, or social environment to obtain a more comprehensive understanding of the factors influencing student discipline. Further studies may also explore the implementation of school-home collaboration models or teacher professional development frameworks to strengthen disciplinary management in elementary education settings.

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## CONFLICT OF INTEREST

There is no conflict of interest related to the publication of this manuscript.

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