



Disciplined Behaviour And Students' Responsibility Through The Role Of The Classroom Environment: A Qualitative Study

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Abstract

The classroom environment plays a central role in shaping the disciplined behaviour and responsibility of primary school students. Discipline reflects students' adherence to classroom rules, while responsibility relates to their awareness in completing tasks and accepting the consequences of their actions. This study aims to analyse how the classroom environment, both physical and social aspects, contributes to the development of disciplined behaviour and responsibility among Year 5 students at Wonolopo 03 Elementary School. The research employs a qualitative approach using interviews, observations, and documentation techniques. The findings indicate that a well-organised classroom environment, supported by mutually agreed-upon rules and positive social interactions, can enhance students' discipline and sense of responsibility. However, several challenges exist, such as differences in students' characters, external environmental influences, and difficulties in enforcing rules. Teachers implement strategies such as habituation, clear consequences, and effective communication to address these challenges.

Keywords:

Classroom Environment, Discipline, Responsibility, Character Development

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INTRODUCTION

In Indonesia, education begins at the primary school level. At this stage, students experience various aspects of development, including physical, personal-social, academic, and career growth. To shape students with good character and academic intelligence, the school environment must support and optimise every aspect of their development (Melianti et al., 2023). Character education is a fundamental foundation that needs to be instilled in children from primary school age (Farhin & Setiawan, 2023). The formation of a strong personality can be achieved through environmental influences, particularly through education (Taufik & Akip, 2021).

Discipline in learning is one of the crucial factors that every student must possess to ensure that the learning process runs smoothly, systematically, and effectively. High levels of discipline enable students to manage their time better, complete tasks on time, and focus on understanding the lesson material. Additionally, discipline helps students realise that learning is not a forced obligation but rather a conscious and responsible effort to achieve their academic goals. Thus, students who are disciplined in their studies are more motivated to continue



improving their skills and achieving optimal learning outcomes (Siregar & Syaputra, 2022).

Responsibility is a character trait that reflects an individual's ability to carry out duties and obligations, both for themselves and their surroundings. With a sense of responsibility, students become aware of their duties, including facing and finding solutions to the problems they encounter. If this character is well-implemented from primary school age, it will contribute to shaping a more qualified, independent generation ready to face future challenges (Afdhila et al., 2018).

Given the importance of discipline and responsibility, the environment in which students learn plays a crucial role in shaping these traits. The classroom environment is a complex space where various factors interact and influence each other. These factors can either support or hinder the teaching and learning process, making effective classroom management essential. The classroom environment consists of physical aspects, such as room layout and facilities, and non-physical aspects, such as social interactions, the learning atmosphere, and the relationship between teachers and students (Safitri & Furqon, 2018). The physical environment in classroom management includes aspects such as room layout, lighting, ventilation, cleanliness, and learning support facilities, all of which contribute to creating a comfortable learning atmosphere. Beyond its physical aspects, the classroom also functions as a social environment where students build relationships, practice cooperation, and internalize values. These social interactions play a fundamental role in shaping students' discipline and responsibility, reinforcing the impact of classroom management on character development. Meanwhile, the social environment involves interactions between students and their peers, relationships with teachers, and the dynamics of the class from the beginning to the end of lessons. These two aspects are interconnected and influence the creation of a conducive and comfortable learning environment, thereby improving learning effectiveness (Pakpahan, 2024).

The environment plays a crucial role in shaping students' character, as the classroom serves as the second social environment after the family. Interactions with teachers and peers contribute to the formation of students' attitudes, habits, and values. Therefore, a conducive and positive classroom environment will encourage the development of good character, such as discipline, responsibility, and mutual respect (Kasmiati Kasmiati et al., 2023).

Discipline in school aims to help students learn comfortably and enjoyably by adhering to regulations. Instilling discipline in education is essential because it fosters positive habits, makes students more responsible, and helps them obey rules while avoiding violations in the school environment (Ratana & Kaluge, 2023). Discipline in primary education is not limited to compliance with formal classroom rules but also includes students' awareness and skills in managing time, completing tasks effectively, and building harmonious relationships with others. Through discipline, students learn responsibility and appreciation for their surroundings, contributing to their overall character development (Rahmawati et al., 2023). Students who possess discipline are more likely to follow teachers' directions and classroom regulations. Additionally, they can complete assignments on time and with a sense of responsibility, which supports their success in the learning process

(Lopez-Pelcastre & Thompson, 2023). Good discipline reflects students' maturity in self-control, making wise decisions, and facing challenges with a responsible and well-directed attitude (Egeberg et al., 2016).

Furthermore, according to the Indonesian Dictionary (KBBI), responsibility refers to a condition where an individual must bear all consequences, including the obligation to accept burdens, provide answers, and acknowledge the outcomes of their actions or decisions (Nurhayati & Langlang Handayani, 2020). The definition of responsibility varies depending on the context, but it generally refers to an individual's obligation to be accountable for their behaviour and decisions. Additionally, responsibility includes an awareness of fulfilling obligations towards oneself and the surrounding social environment (Ray et al., 2024). Responsibility entails understanding that every action has consequences, both positive and negative, requiring individuals to make wise decisions (Pedler, 2020).

The relationship between discipline and responsibility is highly significant, as they complement each other in shaping good character. Discipline helps individuals comply with rules and fulfil obligations consistently, while responsibility ensures that every action is carried out with awareness of its consequences (Irma & Ristantina, 2022). Students with a strong sense of responsibility find it easier to follow classroom rules. Conversely, disciplined students tend to complete assigned tasks with responsibility. Therefore, it is crucial for teachers to instil both aspects from an early age, especially at the primary school level, where students' character and habits begin to develop.

The challenge of creating a classroom environment that fosters discipline and responsibility is becoming increasingly complex (Hibbin, 2023). One influencing factor is the diversity of student characteristics. Each student has a unique background in terms of culture, social environment, and economic status. These differences affect how they interact with peers and teachers and how they respond to classroom rules. Some students may easily accept and follow regulations, while others may require more intensive approaches to instil discipline and responsibility.

A study by Iskandar et al. (2024) found that teachers play a crucial role in creating a conducive learning environment by implementing innovative teaching methods, managing classrooms effectively, and fostering good relationships with students. When facing challenges such as individual differences, student behaviour, and varying levels of parental support, teachers must commit to building positive interactions, providing constructive feedback, and increasing student engagement through well-planned learning strategies. Despite existing challenges, collaboration between teachers, students, parents, and schools can help create a positive learning environment that allows students to reach their full potential. Additionally, external environments, such as family and community, significantly influence students' behaviour (Gulo et al., 2024). Students from families that prioritise education and communities with positive social norms are more likely to develop discipline and responsibility. Conversely, students experiencing difficulties outside school, such as family conflicts or negative environmental influences, may struggle to develop these traits.

Previous studies have shown that a supportive environment, both physically and socially, can enhance student discipline. Research by Harto et al. (2024) found that the classroom environment plays an essential role in shaping students' character

by encouraging them to exhibit good and disciplined behaviour. A safe and conducive school environment also greatly impacts the smooth running of the education process and the achievement of learning objectives. A study by Abdullah (2024) highlighted the importance of a comfortable and supportive classroom atmosphere in improving learning effectiveness and helping students develop positive attitudes and values. Therefore, after the family, the classroom becomes the most influential environment for students' character development.

However, despite extensive research highlighting the positive relationship between the classroom environment and students' discipline and responsibility, significant challenges remain in creating an ideal setting. One primary challenge is the diversity of students' characters and backgrounds. For example, students from families with limited educational support may struggle to understand the importance of discipline and responsibility. Moreover, negative peer influences can also hinder the creation of a conducive classroom environment. While previous studies have explored these factors, gaps remain in understanding how specific classroom environmental factors contribute to fostering disciplined behavior and responsibility among students. This study aims to address this gap by examining the role of the classroom environment in shaping students' disciplined behavior and sense of responsibility through a qualitative approach, providing deeper insights into effective classroom management strategies.

This study aims to analyze the influence of the classroom environment on students' disciplined behavior and responsibility. Specifically, this research seeks to answer the following questions: (1) How does the classroom environment contribute to students' disciplined behavior? (2) In what ways does the classroom environment foster students' sense of responsibility? By addressing these questions, this study provides deeper insights into the role of classroom settings in shaping students' behavioral and ethical development. Additionally, it seeks to identify challenges in establishing a conducive classroom environment for fostering disciplined behaviour and students' responsibility. Furthermore, this research aims to describe the strategies teachers employ to instil discipline and responsibility in students. By understanding the factors influencing student behaviour and teachers' efforts in shaping it, this study hopes to provide valuable insights for developing a more effective learning environment.

METHODS

This study employs a qualitative approach with a descriptive qualitative method. This method allows for an in-depth understanding of how the classroom environment shapes students' disciplined behavior and sense of responsibility. Qualitative research is an approach used to study a phenomenon in its natural setting, rather than in an experimental situation. In this method, the researcher acts as the primary instrument for data collection, employing multiple techniques, including interviews, observations, and documentation, to ensure data triangulation.

Data analysis is carried out inductively, where patterns and meanings are derived from the collected data. The findings of qualitative research focus more on an in-depth understanding of a phenomenon rather than merely making

generalisations (Sugiyono, 2023).

Data Collection Technique

The participants in this study included the fifth-grade homeroom teacher and fifth-grade students at Wonolopo 03 Elementary School in Semarang. A total of 29 participants were involved in this study, consisting of 1 homeroom teacher and 28 fifth-grade students. The 28 students were divided into four groups, with one student from each group selected as a representative. Participants were selected using a purposive sampling technique, ensuring that those involved could provide relevant insights into the role of the classroom environment in fostering discipline and responsibility. The representatives were chosen based on their ability to articulate their experiences and perspectives, facilitating a more comprehensive understanding of the studied phenomenon. These representatives participated in discussions with the homeroom teacher, sharing their perspectives on how the classroom environment influences students' discipline and sense of responsibility. It involves collecting and analyzing non-numerical data (such as interviews, observations, and documents) to develop deep insights into a particular context (Miles & Huberman, 1994). Interviews were conducted with teachers and students to understand their perceptions of classroom rules and the challenges in implementing discipline. Observations were carried out to directly examine student behavior in class, including adherence to rules, engagement in learning activities, and interactions with teachers and peers. Documentation includes records of classroom rules, duty schedules, and classroom organizational structures, which serve as supporting evidence for the observations and interviews.

Data Reduction

Once data were collected, data reduction was carried out by categorizing statements from teachers and students regarding how the classroom environment influences their discipline and responsibility. The most relevant and recurring themes were identified, helping to filter out unnecessary information while retaining critical insights.

Data Presentation

The processed data were systematically presented to identify emerging patterns. This involved organizing information into thematic categories, making it easier to interpret the relationships between classroom management strategies, student discipline, and responsibility. This process was followed by conclusion drawing and data verification, where patterns or relationships between the classroom environment, discipline, and student responsibility were interpreted.

Conclusion Drawing/Data Verification

To ensure the validity of findings, data verification was conducted through triangulation, comparing data from multiple sources, including teachers, students, and observations. This process ensured accuracy and consistency in identifying how the classroom environment influences student behavior. Additionally, data from multiple sources including teachers, students, and observations were compared to ensure accuracy and consistency.

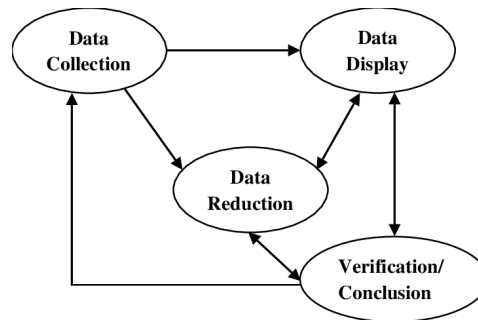


Figure 1. Chart Of Qualitative Analysis of Miles and Huberman

RESULTS & DISCUSSION

The classroom environment plays a crucial role in shaping students' discipline and sense of responsibility. Based on interview results, It can be concluded that the physical condition of the classroom has a significant impact on students' discipline. A well-organized and clean classroom, along with adequate facilities such as fans and sufficient lighting, provides comfort for students to focus on learning. One student mentioned, *"Penataan meja kursi yang rapi, terdapat kipas angin, dan cahaya yang cukup membuat saya merasa nyaman belajar. Tapi apabila kelas menjadi berisik, saya menjadi sulit untuk fokus"*.

Conversely, a cluttered, stuffy, or poorly lit classroom can disrupt students' comfort, making them lose focus and more likely to exhibit undisciplined behavior. A well-arranged seating layout also makes it easier for teachers to monitor student behavior and maintain discipline in the classroom. A teacher emphasized this by saying, *"Penataan tempat duduk yang nyaman membantu saya memantau siswa dengan mudah, sehingga perilaku disiplin dan tanggung jawab mereka lebih terkontrol"*. Although the classroom is conducive to learning, excessive noise can still disrupt students' focus. Findings from this study reinforce Zuhri (2017), which highlights that a well-organized and comfortable school environment correlates with improved student learning discipline. However, this study adds new insights by showing how student discipline fluctuates post-holidays due to reduced parental supervision, a factor not deeply explored in previous research. Similarly, Khasanah (2017) found that a conducive classroom increases student participation and reduces misbehavior. This study supports that claim but adds a new perspective by emphasizing that students themselves should be involved in formulating classroom rules. One student stated, *"Peraturan kelas membantu menjaga ketertiban, apalagi jika kita ikut berdiskusi untuk membuat aturannya, menjadikan kita lebih memahami peraturan untuk dipatuhi"*.

Therefore, both teachers and students must work together to keep the classroom quiet for an optimal learning environment. Additionally, after long vacations, students tend to be more excited to meet their friends, sometimes leading to increased noise and conflicts at the beginning of the semester. This is influenced by the freedom they experience during the holidays, where less parental supervision makes them more independent. Student relationships in the classroom are generally good, although occasional minor conflicts occur. However, these issues are usually resolved through discussion. Regarding discipline, even though classroom rules are agreed upon at the beginning, some students still violate them. Initially, monetary fines were imposed as a sanction, but over time, students found them burdensome due to their limited allowances. Eventually, students suggested alternative penalties, such as social reprimands or parental involvement for more severe cases.

Classroom rules are crucial for maintaining order and a conducive learning environment. Rules such as prohibiting talking while the teacher is explaining help students stay focused. For minor violations, verbal warnings suffice, while serious infractions may require a classroom hearing attended by classmates. Teachers also facilitate class discussions to establish agreements on rules, including cleaning schedules and penalties for rule-breaking. Maintaining classroom discipline relies on the collaboration between teachers and students, as rules created collectively are more likely to be accepted and followed by all. Thus, a comfortable, organized, and disciplined classroom environment depends on teamwork between teachers and students in managing the classroom atmosphere and setting clear and consistent rules.

However, several challenges arise in creating a conducive classroom environment. Even though classroom rules are mutually agreed upon, students often forget them. This occurs due to various factors, such as differences in character, understanding, and background. Some students feel that rules restrict their freedom, while others are influenced by family or peer environments that do not support discipline. This aligns with research conducted by Putri & Mufidah (2021), which revealed that family environment and students' pre-school habits significantly impact their behavior in the classroom. Despite these efforts, students sometimes forget agreed-upon rules. Some students struggle with discipline due to differences in character and background. *The teacher mentioned, "Beberapa siswa sulit disiplin dan bertanggung jawab karena latar belakang keluarganya kurang menekankan aturan, jadi pendekatan kepada siswa tersebut harus menggunakan cara yang lebih lembut"* this supports Wang et al. (2024), who found that parenting styles shape students' adaptability in structured environments. Parenting styles and values instilled from an early age shape how students adapt, interact, and behave during the learning process. Additionally, another common challenge is students' post-holiday habits, where they tend to be more carefree and less disciplined. As the teacher explained, *"Setelah libur panjang, siswa lebih antusias bertemu teman-temannya, tapi terkadang hal tersebut memicu keributan dan pertengkaran kecil"*. This is because, during holidays, parental supervision is often reduced, leading to students becoming more independent but less accustomed to structured classroom behavior. The teacher stated, *"Ketika siswa libur, orang tua terkadang sibuk bekerja, dan menjadikan mereka lebih bebas berperilaku. Begitu kembali ke sekolah, kebiasaan mereka harus diatur ulang kembali dari awal"*. Therefore, teachers play a crucial role in constantly reminding students of their responsibilities through the established rules. One way to do this is by assigning small responsibilities to students, such as dividing classroom duties, appointing class representatives, setting cleaning schedules, and leading group discussions. A teacher stated, *"Kami membagi tugas kelas sejak awal, seperti jadwal piket dan pemilihan ketua kelas, supaya siswa merasa memiliki tanggung jawab dan disiplin sejak awal tahun ajaran,"*. However, one common challenge in maintaining a conducive classroom environment is students' habits formed after long holidays. When classes resume, teachers must remind them of the rules and consequences of violations. Additionally, in the middle of the semester, some students begin exhibiting undisciplined behavior, such as conflicts with classmates, especially if they feel neglected. A teacher described this by saying, *"Beberapa siswa memang suka mencari perhatian. Apabila mereka merasa kurang diperhatikan, mereka bisa sengaja melanggar aturan supaya mendapat respons dari guru atau teman-temannya,"*. Teachers need to understand that each student has a different background, and disciplinary approaches must be tailored accordingly. Students from troubled families often have a harder time adapting to discipline and require a gentler approach.

It is essential for teachers to remain consistent in enforcing rules and providing clear consequences, such as separating disruptive students from their peers. However, before taking such measures, teachers first try to have one-on-one conversations to explain

the situation by saying this in the interview *"Biasanya, sebelum memberi hukuman, saya mengajak siswa bicara dulu. Apabila masih mengulang kesalahan, akan ada konsekuensi, misalnya memisahkan tempat duduknya dari teman-teman yang lain"*. When the classroom environment remains calm and orderly, students can focus and be more disciplined in learning. Conversely, a noisy atmosphere can distract other students. Therefore, maintaining a comfortable and orderly classroom is essential to fostering discipline and responsibility. To sustain discipline, teachers also set an example by being punctual and completing tasks efficiently. Additionally, teachers constantly remind students not to procrastinate. If students exhibit discipline and orderliness, teachers provide positive reinforcement to boost their motivation. The teacher stated, *"Apabila siswa disiplin, saya memberi apresiasi, misalnya pujian atau tanggung jawab tambahan yang membuat mereka merasa dihargai,"*. Ultimately, the success of creating a disciplined and responsible classroom environment depends on cooperation between teachers and students through effective communication and clear agreements.

Teacher's start each semester by creating cleaning schedules, structuring classroom organizations, and establishing classroom agreements through discussions with students. These agreements are then printed and posted on the classroom wall to serve as a constant reminder. As the teacher mentioned, *"Kami menempel aturan kelas dan jadwal piket di dinding supaya anak-anak selalu ingat dan merasa bertanggung jawab,"*. Regarding seating arrangements, teachers discuss the layout with students and make changes every month to prevent boredom and ensure that students do not only sit with their closest friends. Teachers emphasize that during lessons, all students must collaborate and interact with different classmates to foster social connections. To enhance students' focus in learning, teachers use various teaching aids, such as videos displayed via an LCD projector, as well as microphones and speakers to ensure clarity in delivering materials. A teacher emphasized this by saying, *"Menggunakan LCD proyektor, mikropon, dan speaker membantu siswa lebih fokus, karena penyampaian materi menjadi lebih menarik dan mudah dipahami,"*. Lessons begin with prayers and a review of previous topics, and if students struggle to recall past lessons, teachers review them before proceeding with new material. Teachers also implement peer tutoring, where students help each other understand lessons in simpler terms, as well as summarization activities in their own words. This strategy is supported by research by Amelia & Dafit (2023), which emphasizes the vital role of teachers in instilling discipline in students through various approaches and habitual practices. With the right methods, teachers can help students develop positive habits that support learning discipline and proper behavior. To maintain classroom cleanliness, assigned students follow the agreed cleaning schedule, but all students share the responsibility of keeping the classroom clean and orderly. Cleaning is done every morning before lessons and 15 minutes before dismissal. Classroom rules also include punctuality, wearing uniforms as scheduled, completing homework on time, and maintaining order. Students are reminded not to leave or enter the classroom without the teacher's permission, to keep the environment clean, and to speak politely to everyone. Consequences for rule violations are fair and adjusted to the severity of the infraction. As the teacher stated, *"Apabila terdapat siswa yang tidak mengerjakan PR, maka siswa tersebut harus menyelesaikannya saat jam istirahat. Ini salah satu cara agar mereka belajar tanggung jawab akan tugasnya"*. If students neglect assignments, they are required to complete them even during break time to instill a sense of responsibility. For cleanliness-related violations, agreed-upon consequences are enforced. Teachers also assign homework if students struggle with specific topics, and routine tasks are given for certain subjects.

Moreover, students participate in discussions and agree upon classroom rules at the start of the academic year, making them feel responsible for upholding these rules. When violations occur, students and teachers work together to find solutions. Peers remind each

other about responsibilities, such as cleaning duties or completing homework. At the beginning of each lesson, teachers explain learning objectives and emphasize how discipline and responsibility contribute to achieving these goals. This is supported by research by Zuhairil Haq (2023), which found that active teacher involvement in fostering classroom discipline positively contributes to students' long-term behavior, helping them develop regular habits, responsibility, and a more disciplined attitude.

The biggest challenge in instilling discipline and responsibility is the diversity of students' characters and backgrounds. Some students from families that do not emphasize discipline find it difficult to adapt to classroom rules. Therefore, teachers must recognize each student's character and tailor their approach to meet individual needs. Thus, creating a comfortable, orderly, and disciplined classroom environment depends on the collaboration between teachers and students in managing the classroom atmosphere and establishing clear and consistent rules. Teachers are not only educators but also facilitators and mentors who help students understand the importance of discipline and responsibility in both their academic and social lives.

Table 1. Data Reduction Table (Categorization of Findings)

Category	Key Findings	Source
Classroom Environment	The physical condition of the classroom affects student discipline (lighting, cleanliness, desk arrangement).	Teacher, Student
Social Interaction	After long holidays, students become more active but are prone to conflicts.	Teacher
Discipline	Classroom rules are established together, but compliance varies.	Teacher, Student
Discipline Challenges	Students often forget the rules, some are difficult to manage due to family environment influence.	Teacher
Rule Violation Consequences	Sanctions include warnings, class discussions, or parental involvement.	Teacher
Student Responsibility	Class duties, group assignments, and cooperation in maintaining classroom cleanliness.	Teacher, Student

Table 2. Data Presentation Table (Visualization of Findings)

Aspect	Conditions	Challenges
Physical Environment	Clean, well-arranged classroom with adequate facilities.	Some facilities are still insufficient.
Classroom Rules	Established together, helping maintain order.	Not all students comply, requiring constant reminders.
Social Interaction	Good student relationships, supporting each other.	Overly active students can disrupt the class.
Teacher's Role	Uses interactive teaching media.	Needs to handle students with different approaches.
Discipline Enforcement	Agreed-upon consequences for rule violations.	Some students are difficult to discipline effectively.

Table 3. Conclusion Table

Conclusion	Implications
A well-managed classroom environment supports discipline.	Importance of maintaining classroom facilities and arrangement.
Classroom rules are more effective when created together with students.	Student involvement in rule-making should be increased.
Social factors influence student discipline.	Teachers need to monitor social interactions in class.
Teachers play a major role in shaping discipline.	Different approaches are needed based on student characteristics.

CONCLUSION

A well-organised and well-maintained classroom environment fosters discipline and responsibility among students. A clean, structured space with clear rules enhances focus and minimises distractions. However, maintaining student adherence to rules remains challenging, especially after long holidays or due to diverse backgrounds. Teachers play a key role by setting expectations, modelling behaviour, and using strategies like structured seating, peer learning, and fair consequences. This study has limitations, as qualitative findings may not be generalisable across all educational settings. Additionally, reliance on self-reported data and observations may introduce bias. Future research could adopt a mixed-methods approach to enhance reliability and examine the long-term impact of classroom strategies on student behaviour. Exploring diverse school settings and technological interventions could also provide deeper insights. Ultimately, fostering a disciplined classroom requires ongoing teacher-student collaboration, ensuring students develop not only academic excellence but also lifelong responsibility.

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