

Classroom Discipline and Supportive Work Environments as Determinants of Teacher Performance in Islamic Junior Secondary Schools

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Abstract:

This study investigates the extent to which classroom discipline and the organizational work environment shape teacher performance in State Madrasah Tsanawiyah Negeri (MTsN) institutions located in Jakarta. Grounded in a convergent mixed-methods design, quantitative data were gathered from 224 respondents (comprising 142 teachers, 8 principals, 38 administrative personnel, and 36 students) across two MTsN institutions through standardized survey instruments and subjected to Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis. Complementary qualitative evidence was obtained through semi-structured, in-depth interviews and subsequently examined using thematic analysis. Quantitative results confirm that both classroom discipline and the work environment exert a statistically significant positive influence on teacher performance ($p < 0.05$), with classroom discipline demonstrating the stronger predictive effect. Qualitative findings reveal that procedural consistency, collegial solidarity, and congruence with Islamic educational values constitute the primary catalysts for performance enhancement. The synthesis of these two data strands yielded the Discipline-Environment Symbiosis Model (DESM), a conceptual framework foregrounding the mutually reinforcing relationship between structured classroom management and a nurturing institutional environment as foundational conditions for effective pedagogy. This model advances value-based educational management theory and furnishes actionable guidance for policymakers and school administrators seeking to design evidence-informed interventions for improving teacher performance. Future research is encouraged to validate the DESM across diverse educational levels and sociocultural settings to strengthen its external validity.

Keywords: Classroom Discipline, Work Environment, Teacher Performance, DESM, Islamic Education.

INTRODUCTION

Disciplinary practices in Madrasah Tsanawiyah are deeply embedded within religious, cultural, and communal normative frameworks that fundamentally shape pedagogical orientations and academic trajectories. Contemporary international trends in educational policy have progressively moved away from punitive behavioral management toward positive disciplinary paradigms that prioritize moral development, cultural responsiveness, and

scholarly achievement (Lopes and Oliveira, 2022; Rosyidi et al., 2022; Supriyani, 2023). This paradigm transition foregrounds visionary institutional leadership and collaborative, student-centered approaches to discipline as essential instruments for realizing institutional objectives (Anderson et al., 2019; Dinawati, 2022). On a global scale, educational systems continue to grapple with unmet social-emotional needs affecting an estimated 60 percent of students, while entrenched exclusionary disciplinary practices persist in undermining positive learning climates (Wang et al., 2024). Paradoxically, many mandated best-practice frameworks insufficiently account for the role of spirituality, and programmatic interventions have at times exacerbated existing inequities in resource-constrained schools (Backes and Hansen, 2024; Kim et al., 2023; Zhang et al., 2020).

Empirical scholarship reinforces this theoretical convergence. Research demonstrates that culturally responsive, autonomy-supportive school climates amplify the effects of positive disciplinary approaches, particularly when educators function within supportive institutional ecosystems (Soe et al., 2025; Zhang, 2020). Within madrasah settings specifically, factors such as leadership quality, physical infrastructure, and collegial collaboration have been shown to strengthen the implementation of discipline frameworks and improve student academic performance (Romadhon et al., 2024). These aligned systemic conditions contribute to the formation of psychologically safe classroom environments, wherein inclusive learning practices mitigate behavioral exclusion and advance educational equity (Zhang et al., 2024).

Although the relationship between classroom discipline and academic outcomes has long been examined in mainstream educational research, empirical investigations specific to Madrasah Tsanawiyah remain notably scarce. A recent scoping review identified fewer than ten peer-reviewed studies published between 2018 and 2022 that directly assessed discipline frameworks in Islamic junior secondary education (Dinawati, 2022; Alang and Nizar, 2022). Furthermore, the majority of these studies lack meta-analytic depth or longitudinal design, leaving substantive gaps in understanding of how religiously grounded and culturally embedded educational ecosystems shape disciplinary processes (Syahbana et al., 2022).

Beyond discipline, the organizational climate of madrasah institutions, particularly the enabling dimensions of supportive work environments, remains understudied. Elements including visionary leadership, professional collegiality (Karim et al., 2022), and infrastructural adequacy have been linked to improved teacher performance and sustained disciplinary implementation (Darmiati et al., 2020; Romadhon et al., 2024). A multi-site investigation spanning Madrasah Tsanawiyah Negeri schools in Tapin Regency revealed that work environment variables accounted for more than 40 percent of the variance in teacher effectiveness, underscoring their strategic significance within Islamic schooling systems (Iskandar et al., 2023). Nevertheless, comparatively few studies have examined how these environmental factors interact with disciplinary strategies to influence student achievement.

The growing institutional prominence of Madrasah Tsanawiyah across Indonesia and other Muslim-majority nations necessitates the development of evidence-based strategies capable of balancing religious values with academic excellence. Advancing outcomes in these institutions requires not only the refinement of contextually appropriate discipline models but also the deliberate cultivation of supportive institutional ecosystems. Through targeted professional development and culturally grounded administrative reform, madrasahs can cultivate conditions that elevate both instructional quality and student achievement (Mansur et al., 2023; Zhang et al., 2024).

Although studies by Mallillin and Paraiso (2022), Zubair and Qazi (2024), and Dumagyo and Ponsades (2024) have established the discrete effectiveness of discipline and supportive learning environments, few investigations have examined their intersection within the domain of Islamic educational management (Samian et al., 2025). Existing research frequently neglects the mediating or moderating influence of religious values, institutional leadership, and communal expectations. The present study addresses this gap by examining the combined effects of classroom discipline and organizational work environment within the culturally rich ecosystem of Madrasah Tsanawiyah in Jakarta.

This study contributes original insights to Islamic educational management by addressing two overarching research questions. First, which dimensions of classroom discipline most significantly affect teacher performance and, by extension, student academic outcomes in Madrasah Tsanawiyah? Second, in what ways do the characteristics of a supportive work environment moderate the relationship between discipline and educational achievement? By addressing these questions, the study provides evidence-based guidance for culturally sensitive policy formulation, institutional leadership strategy, and pedagogical reform aimed at improving educational quality in Islamic junior secondary schools.

RESEARCH METHOD

This study adopted a non-experimental, descriptive survey design embedded within a convergent mixed-methods framework to examine disciplinary practices and organizational climate in State Madrasah Tsanawiyah Negeri (MTsN) institutions in Jakarta. A non-experimental design enables the systematic measurement of naturally occurring phenomena without researcher-imposed manipulation. The convergent mixed-methods approach facilitated the simultaneous collection and integration of quantitative metrics and qualitative narratives to address two principal research questions: (1) How do educational stakeholders perceive and enact disciplinary practices in their institutional settings? (2) In what ways does organizational climate moderate these disciplinary practices and their educational outcomes? Such methodological integration enhances rigor through triangulation and preserves the contextual integrity of Islamic schooling environments (Åkerblad et al., 2021; Tashakkori and Teddlie, 2010).

The sampling frame encompassed all teachers, administrative personnel, principals, and students across twelve MTsN schools in Jakarta, which together enroll approximately 3,100 students and employ 420 staff members, according to the regional Education Office registry. A comprehensive listing of each institution and role category was compiled prior to selection to ensure exhaustive population coverage.

A stratified random sampling technique was employed to secure proportional representation across four strata: principals, teachers, administrative personnel, and students (Teddlie and Yu, 2007). Two schools, namely MTsN 1 (small institution with 150 students or fewer; semi-rural setting) and MTsN 3 (large institution with more than 150 students; urban setting), were purposively selected to capture variation in school size and geographic context, jointly accounting for 45 percent of total MTsN enrollment. The final sample comprised 224 respondents as detailed in Table 1.

Table 1. Respondent Distribution by Stratum

Stratum	Frequency	Percentage
Principals	8	3.6%
Teachers	142	63.4%
Administrative Personnel	38	17.0%
Students	36	16.1%
Total	224	100.0%

The survey instrument was constructed from two established scales: organizational climate items adapted from Litwin and Stringer (1968), and disciplinary practice items adapted from Simonsen et al. (2008). All items were translated into Bahasa Indonesia using a forward-backward translation protocol to ensure semantic and conceptual equivalence, and were subsequently pilot-tested with 30 respondents drawn from an additional MTsN institution. Pilot testing yielded Cronbach's alpha values exceeding 0.80 across all constructs, indicating high levels of internal consistency (Angelelli et al., 2025; Hair et al., 2019).

Quantitative data collection was conducted over a three-week period during regular school hours. Self-administered questionnaires were distributed in person to all respondents. Prior to analysis, data were screened for missing values, normality violations (skewness < 2; kurtosis < 7), and multicollinearity (VIF < 5). Descriptive statistics were calculated to summarize central tendencies and dispersion across all constructs. Structural equation modeling using PLS-SEM was employed to test hypothesized relationships and moderating effects, incorporating a 5,000-resample bootstrapping procedure to assess path coefficient

significance (Angelelli et al., 2025; Hair et al., 2019).

For the qualitative strand, purposive sampling was used to identify 12 key informants comprising four principals, five senior teachers, and three administrative staff members, each with a minimum of five years of institutional service. Ethical clearance was obtained from the university Research Ethics Committee (Ref. 2025/REC/MTsN), and written informed consent was secured from all participants in accordance with the Ethical Guidelines for Educational Research published by the British Educational Research Association (2024). Semi-structured interviews, guided by a protocol aligned with the research questions, were conducted on-site, audio-recorded with participant permission, and transcribed verbatim, with each interview lasting approximately 45 to 60 minutes.

Interview transcripts underwent thematic analysis following the six-phase framework of Braun and Clarke (2006). A deductive coding schema derived from survey constructs was applied initially, followed by inductive refinement to surface emergent themes. To strengthen the credibility of findings, qualitative analysis adhered to the Consolidated Criteria for Reporting Qualitative Research (Tong et al., 2007), and all findings were triangulated against non-participant observational field notes and quantitative survey outcomes.

Integration of quantitative and qualitative findings occurred at the interpretive stage through the construction of joint displays juxtaposing PLS-SEM path coefficients with qualitative thematic insights. Convergence, complementarity, and discordance across data strands were systematically examined to generate comprehensive responses to both research questions (Creswell and Plano Clark, 2017). The authors acknowledge the limited generalizability of findings beyond Jakarta MTsN institutions, as well as potential self-report bias, while noting that the study's findings reflect broader educational trends and organizational climate dynamics (Prastiawan et al., 2020; OECD, 2025).

RESULTS AND DISCUSSION

Result

This study quantifies the interplay between classroom discipline and the teacher work environment in Madrasah Tsanawiyah, demonstrating a synergistic relationship that collectively accounts for 86.46 percent of the variance in academic outcomes ($R^2 = 0.865$). Findings are organized into three thematic clusters, each supported by original analytical outputs and aligned with prevailing international educational policy frameworks.

The PLS-SEM analysis was conducted on data drawn from 224 respondents across two purposively selected MTsN institutions in Jakarta, comprising 142 teachers, 8 principals, 38 administrative personnel, and 36 students. Instrument reliability was confirmed through Cronbach's alpha values exceeding 0.80 across all constructs, and a 5,000-resample bootstrapping procedure was applied to assess the significance of path coefficients. The paragraphs that follow address each research question sequentially, integrating PLS-SEM path coefficients with qualitative thematic insights derived from semi-structured interviews and non-

participant observational field notes.

Addressing Research Question 1 (which dimensions of classroom discipline most significantly affect teacher performance and student academic outcomes), PLS-SEM path analysis revealed that classroom discipline exerts a statistically significant positive effect on teacher performance ($\beta = 0.212787$; $p < 0.001$). Dimensions encompassing consistent enforcement of behavioral expectations, structured instructional routines, and restorative disciplinary mechanisms emerged as the most influential indicators within the model. Interview data corroborated these quantitative findings; one senior teacher observed: 'When rules are applied consistently and fairly, my lessons run more smoothly and students remain focused throughout' (P3). Notably, teachers in institutions that had undergone structured professional development in behavioral management reported more effective implementation of disciplinary frameworks, suggesting that educator preparation moderates the efficacy of discipline systems within the MTsN context.

Addressing Research Question 2 (in what ways do characteristics of a supportive work environment moderate the relationship between discipline and educational achievement), the regression coefficient for the work environment construct ($X_2 = 0.599474$), obtained at a t-statistic of 24.19972 ($df = 221$; $\alpha = 0.025$) that substantially exceeds the critical value of 1.960, indicates that each unit increase in environmental support corresponds to approximately a 0.60-unit improvement in teacher performance. This coefficient markedly surpasses that of classroom discipline, underscoring the comparatively stronger predictive influence of the institutional work environment. Elements of environmental support most prominently identified in the PLS-SEM model included collegial solidarity among teaching staff, visionary and participatory principal leadership, and access to adequate professional resources. One senior teacher corroborated this finding: 'When administration supports us and colleagues collaborate, I feel more confident and disciplined in my own practice' (P5). A minority of participants, however, noted that insufficient access to resources in under-resourced classrooms occasionally undermined their capacity to implement consistent disciplinary routines, highlighting an important area for institutional attention.

Qualitative data further illuminated the moderating role of Islamic educational values in amplifying the relationship between structural discipline and work environment quality. Thematic analysis revealed that shared adherence to Islamic ethical norms, including notions of amanah (trustworthiness), tawadhu (humility), and ukhuwwah (collegial brotherhood and sisterhood), reinforced both the implementation consistency of disciplinary frameworks and the cohesiveness of the institutional climate. One principal reflected: 'Islamic values bind us together; they make discipline feel natural rather than imposed, and they make us genuinely care for each other as colleagues' (P1). Five teachers, however, noted that when ritual observance schedules were rigidly structured, limited time for collaborative planning occasionally constrained their professional preparation,

revealing a productive tension between institutional religious practices and pedagogical flexibility that warrants institutional management attention.

Classroom discipline and the supportive work environment collectively emerged as robust and complementary predictors of teacher performance across Jakarta MTsN institutions, with the work environment demonstrating the stronger path coefficient while classroom discipline provided the essential structural scaffolding for effective pedagogy. Congruence with Islamic educational values, while not formally modeled as a separate variable, functioned as a pervasive contextual enabler identified consistently across qualitative data strands. These findings furnish the empirical foundation for the subsequent discussion of theoretical implications, the DESM framework, and evidence-based practical recommendations for Islamic educational management.

The coefficient of determination of 0.864615 indicates that 86.46 percent of the variance in academic outcomes across Jakarta MTsN institutions is attributable to classroom discipline and supportive work environment factors. This substantial explanatory proportion underscores the primacy of these two constructs in shaping educational performance. The remaining 13.54 percent is accounted for by variables not examined in this study, including leadership quality, supervisory practices, performance evaluation, coordination mechanisms, professional motivation, and staff development, among other potential contributors.

As presented in Table 1, the regression coefficient for classroom discipline ($X_1 = 0.212787$) indicates that greater levels of structured discipline are associated with measurably improved academic outcomes. A calibrated balance between disciplinary structure and student autonomy was found to optimally support academic performance. The regression coefficient for the supportive work environment ($X_2 = 0.599474$), obtained at a t-statistic of 24.19972 ($df = 221$, $\alpha = 0.025$) that substantially exceeds the critical value of 1.960, indicates that each unit increase in environmental support corresponds to approximately a 0.60-unit increase in academic outcomes. This statistical robustness not only affirms theoretical propositions regarding the centrality of institutional support mechanisms but also quantitatively demonstrates that the impact of the work environment may in certain respects exceed that of classroom discipline as a discrete predictor.

Discussion

Implications for Enhancing Classroom Discipline

The development of comprehensive discipline frameworks that balance structural expectations with pastoral support represents a critical imperative for Madrasah Tsanawiyah institutions committed to improving academic outcomes. Madrasah administrators are encouraged to design discipline frameworks that integrate clear behavioral expectations with responsive mechanisms for teaching prosocial conduct (Närhi et al., 2015). This approach finds strong empirical endorsement in Luiselli et al. (2005), who established that whole-school positive behavior support systems significantly enhance both student discipline and

academic performance, as evidenced by longitudinal reductions in office referrals and disciplinary incidents. Critically, Wang et al. (2024) found that suspensions issued for minor infractions are associated with lower academic achievement, indicating that inflexible disciplinary policies may inadvertently undermine the learning outcomes they are intended to protect.

Dumagyo et al. (2024) demonstrated that reflective discipline practices substantially improve classroom atmosphere and student performance through approaches that combine transparent expectations with democratic classroom management, cultivating environments in which students feel invested in sustaining disciplinary norms. The effectiveness of such approaches is further substantiated by Gyeltshen et al. (2022), who showed through mixed-methods research that supportive teacher-student relationships significantly improve academic performance and learner self-confidence, with students becoming progressively more interactive and intrinsically motivated. However, Patel (2021) found that first-year students apply moral reasoning more consistently than their later-cohort counterparts, suggesting that developmental factors shape student responsiveness to participatory disciplinary models and thus warrant age-appropriate adaptations to avoid undifferentiated application.

The contextualized co-teaching model advanced by Härkki et al. (2021) provides a structural framework for reconciling firm discipline with meaningful instructional support, emphasizing that successful co-teaching requires shared regulation of teaching practices. This framework is reinforced by Dumagyo et al. (2024), who demonstrated that classroom climate mediates the relationship between discipline and academic outcomes, with supportive learning environments significantly enhancing students' academic resilience when integrated with effective classroom management practices.

Optimizing the Supportive Work Environment

Empirical evidence from recent educational research consistently reinforces the critical importance of cultivating supportive work environments within Madrasah Tsanawiyah institutions. Dumagyo et al. (2024) demonstrated through descriptive-correlational methodology that teachers occupy a pivotal role in fostering supportive learning environments, with their findings revealing that highly positive evaluations of such environments contribute substantially to students' academic resilience. Similarly, Gyeltshen et al. (2022) confirm through a mixed-methods investigation that supportive teacher-student relationships enhance both academic performance and student engagement, directly strengthening learner motivation and self-confidence. These consistent findings underscore how harmonious, low-stress learning environments, as emphasized by Gandzel (2022), create conditions in which positive interpersonal interactions become foundational to educational success, though establishing and sustaining such environments requires considerable institutional time and effort.

Furthermore, Jamilus et al. (2022) provide compelling quantitative evidence that leadership and motivation significantly influence teacher performance in

Madrasah Tsanawiyah settings ($p = 0.000$), reinforcing the position that supportive institutional environments form the bedrock of educational excellence. Strategic investment in physical infrastructure, learning resources, and educational technology can create more conducive spaces for teaching and learning (Barrett et al., 2019), a consideration of particular salience in madrasah contexts where the physical environment directly mediates educational outcomes.

Ananda et al. (2024) demonstrate that ethical leadership significantly shapes school culture and teacher performance in Madrasah Tsanawiyah, generating collaborative institutional cultures in which professional learning communities, joint planning time, and structured mentoring programs enhance collegial support and professional growth (Hargreaves and O'Connor, 2018). This integrated approach aligns with Härkki et al. (2021), who propose a contextualized model of co-teaching that requires mutual regulation of practice and flexible engagement with participants' evolving professional perspectives.

The cumulative evidence strongly suggests that optimizing supportive work environments in Madrasah Tsanawiyah requires a comprehensive, integrated approach that concurrently addresses physical infrastructure, collaborative professional culture, administrative structures, the integration of religious and educational values, and educator work-life balance. Wang et al. (2024) reinforce this position by demonstrating that exclusionary discipline practices harm the academic performance of non-suspended students and degrade overall classroom climate, while improvements to classroom climate can foster inclusion and nurture supportive interpersonal relationships, underscoring the systemic interdependence of environmental factors. Future implementation efforts should prioritize ongoing professional development, regular evaluation of institutional support structures, and adaptive leadership that responds to emerging organizational challenges, ensuring that the supportive work environment remains a dynamic rather than static institutional resource. By embedding these principles within madrasah organizational culture, institutions can create environments in which both educators and learners realize their full potential through mutually reinforcing relationships and structures, as supported by the integration of religious values with educational objectives (Shah, 2015).

Synergizing Discipline and Environment: The DESM Framework

Empirical evidence demonstrates that the integration of effective classroom management practices with a nurturing educational environment constitutes a decisive determinant of academic excellence. Structured classroom discipline cultivates orderly learning conduct while mitigating disruptive behaviors, thereby directly contributing to improved educational outcomes (Lestari et al., 2022). Concurrently, a supportive classroom atmosphere significantly predicts students' sense of institutional ownership, intrinsic motivation, sustained engagement, and overall academic achievement (Zumbrunn et al., 2014). International comparative research indicates that educators across diverse national contexts encounter varying disciplinary challenges, with Portuguese teachers reporting higher

incidences of classroom disruption relative to the OECD average (Armstrong-Carter, 2023). Contemporary pedagogical strategies, notably Positive Discipline, demonstrably reduce student misbehavior while strengthening engagement and learning outcomes through relational, culturally responsive, and participatory approaches (Welsh, 2024). A meta-analysis synthesizing 198 studies involving 33,678 students identified discipline-specific effect size variations, with humanities subjects yielding the largest documented impact ($g = 0.98$) (Hattie, 2008).

Quantitative analyses substantiate that this synergistic relationship generates multiplicative effects on academic performance. Statistical evaluations indicate that 57.2 percent of learning quality improvement is attributable to effective academic supervision incorporating both classroom discipline and professional teacher development (Lestari et al., 2022). Peer support has been found to mitigate academic burnout in secondary school settings through its interaction with teacher autonomy-supportive behaviors, as evidenced by a study involving 1,015 students across 43 classrooms where collaborative environments reduced burnout by 32 percent through enhanced coping strategies (Bai et al., 2020; Hoferichter et al., 2022; Lee et al., 2022). Students consistently identify fairness and consistency in disciplinary implementation as critical components of an effective learning environment (Zumbrunn et al., 2014). Research involving 559 primary and secondary school educators further demonstrated that work environment and academic supervision collectively explain significant variance in teachers' emotional perceptions, expressive behavior, and regulatory capacities (Valente et al., 2019). Teacher-focused behavioral programs have yielded modest yet statistically significant effects on students' academic outcomes and classroom conduct (Korpershoek et al., 2016).

The integration of these findings led to the conceptualization of the Discipline-Environment Symbiosis Model (DESM), which posits that structured classroom discipline and a nurturing institutional work environment function not as independent variables but as mutually reinforcing systems. The DESM advances the theoretical proposition that neither discipline alone nor environmental support alone is sufficient to maximize teacher performance and student achievement; rather, it is the dynamic synergy between the two that produces conditions optimal for educational excellence in value-based institutional contexts such as Madrasah Tsanawiyah.

CONCLUSION

This study confirms that classroom discipline and a supportive work environment significantly enhance teacher performance, academic achievement, and overall educational outcomes in Madrasah Tsanawiyah institutions in Jakarta, with a remarkably high combined explanatory power when the two constructs operate synergistically. Structured disciplinary practices cultivate an orderly and productive learning climate, while a supportive institutional work environment strengthens teacher motivation, professional commitment, and pedagogical effectiveness. The integration of both constructs, grounded in alignment with Islamic educational values, establishes a robust foundation for high-quality,

sustainable teaching and learning. The Discipline-Environment Symbiosis Model (DESM) developed in this study provides a theoretically coherent and practically applicable framework for Islamic educational management. Optimizing these two institutional dimensions through evidence-informed policy, targeted professional training, and managerial innovation constitutes a strategic pathway for elevating educational quality and ensuring the long-term success of madrasah as a distinctive value-based educational institution.

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