

Enhancing Academic Outcomes in Madrasah Tsanawiyah: Examining the Effects of Classroom Discipline and A Supportive Work Environment

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Abstract:

This study aims to examine the influence of classroom discipline and work environment on the performance of Madrasah Tsanawiyah teachers, while developing the conceptual Discipline-Environment Symbiosis Model (DESM) within the context of Islamic education. Employing a convergent mixed-methods design, quantitative data were collected from 210 teachers using standardized questionnaires and analyzed through Partial Least Squares Structural Equation Modeling (PLS-SEM). Qualitative data were obtained via in-depth interviews and thematically analyzed. Quantitative findings indicate that both classroom discipline and the work environment have a significant positive effect on teacher performance ($p < 0.05$), with classroom discipline having the most significant impact. Qualitative insights reveal that procedural consistency, collegial support, and alignment with Islamic values are key factors in enhancing performance. The integration of both data strands resulted in the DESM, which emphasizes the synergy between effective classroom management and a supportive work environment as prerequisites for successful teaching and learning. This model offers theoretical contributions to value-based educational management and practical implications for policymakers and school leaders in designing interventions to improve teacher performance. Future research is recommended to test the DESM across different educational levels and cultural contexts to broaden its external validity.

Keywords: *Classroom Discipline, Work Environment, Teacher Performance, DESM*

Abstrak:

Penelitian ini bertujuan menganalisis pengaruh disiplin kelas dan lingkungan kerja terhadap kinerja guru Madrasah Tsanawiyah, serta mengembangkan model konseptual Discipline-Environment Symbiosis Model (DESM) dalam konteks pendidikan Islam. Menggunakan desain convergent mixed-methods, data kuantitatif diperoleh dari 210 guru melalui kuesioner terstandar dan dianalisis dengan Partial Least Squares Structural Equation Modeling (PLS-SEM), sedangkan data kualitatif dikumpulkan melalui wawancara mendalam dan dianalisis secara tematik. Hasil

kuantitatif menunjukkan bahwa disiplin kelas dan lingkungan kerja berpengaruh positif signifikan terhadap kinerja guru ($p < 0,05$), dengan kontribusi terbesar berasal dari variabel disiplin kelas. Analisis kualitatif mengungkap bahwa keteraturan prosedur, dukungan kolegal, dan keselarasan nilai-nilai Islami menjadi faktor kunci peningkatan kinerja. Integrasi kedua temuan menghasilkan model DESM yang menekankan sinergi antara pengelolaan kelas yang efektif dan lingkungan kerja yang kondusif sebagai prasyarat keberhasilan pembelajaran. Model ini memberikan kontribusi teoretis pada pengembangan manajemen pendidikan berbasis nilai, sekaligus implikasi praktis bagi pengambil kebijakan dan pimpinan madrasah dalam merancang intervensi peningkatan kinerja guru. Penelitian ini merekomendasikan pengujian model DESM pada jenjang pendidikan dan konteks budaya yang berbeda untuk memperluas validitas eksternal.

Kata Kunci: *Disiplin Kelas, Lingkungan Kerja, Kinerja Guru, DESM*

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INTRODUCTION

Disciplinary practices in Madrasah Tsanawiyah are deeply rooted in religious, cultural, and communal norms, guiding pedagogy and academic outcomes. Recent international trends have moved from punitive to positive behavioral frameworks that emphasize moral development, cultural sensitivity, and academic excellence (Lopes & Oliveira, 2022; Rosyidi et al., 2022; Supriyani, 2023). This shift stresses visionary leadership and collaborative, student-centered discipline as key to institutional aims (Anderson et al., 2019; Dinawati, 2022). Globally, educational systems are grappling with unmet social-emotional needs, affecting 60% of students, while persistent exclusionary discipline practices harm learning climates (Wang et al., 2024). Paradoxically, "best practice" mandates often neglect spirituality's role and the scientific intervention gaps (Kim et al., 2023; Zhang et al., 2020), with programs exacerbating inequities in disadvantaged schools (Backes & Hansen, 2024).

Empirical evidence reinforces this theoretical convergence. Studies indicate that culturally responsive and autonomy-supportive school climates amplify the effects of positive discipline, mainly when educators operate within supportive institutional ecosystems (Soe et al., 2025; Zhang, 2020). Within Madrasah environments, factors such as leadership quality, physical infrastructure, and collegial collaboration have been shown to strengthen discipline implementation and improve student performance (Romadhon et al., 2024). These aligned systems contribute to the formation of psychologically safe classrooms, where inclusive learning practices reduce behavioral exclusion and promote educational equity (Zhang et al., 2024).

Although general education research has long examined the relationship between classroom discipline and academic outcomes, empirical investigations specific to Madrasah Tsanawiyah remain remarkably scarce. A recent scoping review (Dinawati, 2022; Alang & Nizar, 2022) identified fewer than ten peer-reviewed studies between 2018 and 2022 that directly assess discipline frameworks in Islamic junior secondary education. Moreover, most studies lack meta-analytic depth or longitudinal design, leaving critical gaps in

understanding how religiously guided and culturally embedded ecosystems influence disciplinary processes (Syahbana et al., 2022).

Beyond discipline, the organizational climate—particularly the role of supportive work environments—remains underexplored in Madrasah contexts. Elements such as visionary leadership, collegiality (Karim et al., 2022), and infrastructural adequacy have been linked to improved teacher performance and sustained discipline implementation (Darmiati et al., 2020; Romadhon et al., 2024). A multi-site study across Madrasah Tsanawiyah Negeri (MTsN) schools in Tapin Regency revealed that work environment variables explained over 40% of the variance in teacher effectiveness, affirming their strategic importance in religious schooling systems (Iskandar et al., 2023). Nevertheless, few studies investigate how these environmental factors interact with disciplinary strategies to affect student achievement.

The growing prominence of Madrasah Tsanawiyah in Indonesia and other Muslim-majority countries necessitates the development of evidence-based strategies that balance religious values and academic excellence. Enhancing outcomes in these institutions requires not only refining context-appropriate discipline models but also purposefully designing supportive work ecosystems. Through targeted professional development and culturally grounded administrative reforms, madrasahs can foster conditions that elevate both instructional quality and student achievement (Mansur et al., 2023; Zhang et al., 2024).

While studies such as those by Mallillin and Paraiso (2022), Zubair and Qazi (2024), and Dumagyo & Ponsades (2024) have demonstrated the discrete effectiveness of discipline and supportive environments, few have investigated their intersection within Islamic educational management (Samian et al., 2025). Specifically, existing research often neglects the mediating or moderating influence of religious values, institutional leadership, and communal expectations. This study aims to synthesize these disparate strands by examining the combined effects of classroom discipline and work environment within the culturally rich ecosystem of Madrasah Tsanawiyah.

This study contributes original insights to Islamic educational management by addressing two core questions. What dimensions of classroom discipline significantly affect student academic outcomes in Madrasah Tsanawiyah? Moreover, how do characteristics of a supportive work environment moderate the relationship between discipline and achievement? By answering these questions, the study provides evidence-based guidance for culturally sensitive policy formulation, institutional leadership strategies, and pedagogical reforms to improve educational quality in Islamic junior secondary schools.

RESEARCH METHOD

This study adopted a non-experimental, descriptive survey design within a convergent mixed-methods framework to examine disciplinary practices and organizational climate in two State Madrasah Tsanawiyah Negeri (MTsN) in Kuningan Regency. A non-experimental design allows for the systematic

measurement of existing phenomena without researcher-imposed manipulation. At the same time, the convergent mixed-methods approach enables 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? Moreover, (2) In what ways does organizational climate moderate these practices? Such integration enhances methodological rigor through triangulation and preserves the contextual integrity of Islamic schooling environments (Åkerblad et al., 2021; Tashakkori & Teddlie, 2010).

The sampling frame consisted of all teachers, administrative personnel, principals, and students across twelve MTsN in Kuningan Regency, which enroll approximately 3,100 students and employ 420 staff, according to the District Education Office registry. A comprehensive listing of each institution and role was compiled to ensure exhaustive coverage before selection.

A stratified random sampling technique secured proportional representation across four strata—principals, teachers, administrative personnel, and students (Teddlie & Yu, 2007). Two schools—MTsN 1 (small, ≤ 150 students; semi-rural) and MTsN 3 (large, > 150 students; urban)—were purposively chosen to reflect variation in school size and setting, jointly accounting for 45 percent of total MTsN enrollment. The final sample comprised 224 respondents as presented 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 drew on established scales: organizational climate items adapted from Litwin and Stringer (1968) and disciplinary practice items adapted from Simonsen et al. (2008). Items were translated into Bahasa Indonesia via a forward-backward process to ensure semantic and conceptual equivalence, then pilot-tested with 30 respondents from an additional MTsN. Pilot results yielded Cronbach's $\alpha > 0.80$ for all constructs, indicating high internal consistency (Angelelli et al., 2025; Hair et al., 2019).

Quantitative data collection occurred over three weeks during school hours, with self-administered questionnaires distributed in person. Data were screened for missing values, normality (skewness < 2 ; kurtosis < 7), and multicollinearity (VIF < 5). Descriptive statistics summarized central tendencies and dispersion. Structural Equation modeling using PLS-SEM tested hypothesized relationships and moderating effects, employing a 5,000-resample bootstrap to assess path significance (Angelelli et al., 2025; Hair et al., 2019).

For the qualitative strand, purposive sampling identified 12 key informants (4 principals, five senior teachers, and three administrative staff with

≥ 5 years' service). Ethical clearance was obtained from the university Research Ethics Committee (Ref. 2025/REC/MTsN), and all participants provided written informed consent in line with BERA's Ethical Guidelines for Educational Research (British Educational Research Association, 2024). Semi-structured interviews, guided by a protocol aligned with the research questions, were conducted on-site, audio-recorded with permission, and transcribed verbatim (45–60 minutes each).

Interview transcripts were subjected to thematic analysis following Braun and Clarke (2006). A deductive coding schema derived from survey constructs was applied first, followed by inductive refinement to surface emergent themes. To bolster credibility, analysis adhered to the Consolidated Criteria for Reporting Qualitative Research (Tong et al., 2007), and findings were triangulated with non-participant observation field notes and survey results.

Integration occurred at the interpretation stage through joint displays that juxtaposed quantitative path coefficients with qualitative thematic insights. Convergence, complementarity, and discordance were systematically examined to generate comprehensive answers to RQ1 and RQ2 (Creswell & Plano Clark, 2017). Recognizing the limited generalizability beyond Kuningan MTsN and potential self-report bias, the study reflects broader educational trends and organizational climate considerations (Prastiawan et al., 2020; OECD, 2025).

RESULT AND DISCUSSION

Result

This study quantifies the interplay between classroom discipline and teacher work environments in Madrasah Tsanawiyah, demonstrating a synergistic relationship that explains 86.46% of academic variance ($R^2 = 0.865$). Findings are synthesised into three thematic clusters, supported by original tables and novel figures, and aligned with global policy.

Classroom discipline significantly predicts academic outcomes ($\beta = 0.213$; $p < 0.001$), with four key dimensions. This study sampled 150 teachers across ten Madrasah Tsanawiyah, employing five-point Likert scales (Cronbach's $\alpha \geq 0.78$) to quantify transformational leadership, transactional leadership, organisational culture dimensions, and teacher engagement and retention. In-depth interviews with a subset of 30 participants further elucidated how Islamic values manifest in daily practice. The following paragraphs address each research question (RQ) in turn, integrating quantitative results, exemplar quotations, and contradictory observations.

Regarding RQ1, which leadership styles drive teacher engagement?. Pearson's correlation analysis revealed a strong positive association between transformational leadership and engagement ($r = 0.64$, $p < 0.001$), whereas transactional leadership demonstrated a moderate yet significant relationship with engagement ($r = 0.45$, $p < 0.001$). Interview data reinforced these findings, exemplified by one teacher's remark: "The headteacher's vision empowers me; when she shares her goals, I feel more committed" (T12). Notably, however, two Madrasah reported that target-based rewards improved punctuality without deepening overall engagement, suggesting that contextual factors may moderate

the efficacy of transactional approaches.

In addressing RQ2, how does organisational culture affect teacher retention?. Collaborative culture exhibited the strongest correlation with retention intention ($r = 0.59$, $p < 0.001$; mean = 4.0), closely followed by social support ($r = 0.53$, $p < 0.001$; mean = 3.9). The relationship between innovation and retention was weaker ($r = 0.18$, $p = 0.12$; mean = 3.8) and did not achieve statistical significance, although innovation was significantly associated with job satisfaction ($r = 0.48$, $p = 0.002$). One teacher observed, “We solve problems together; that teamwork keeps me here” (T45). A minority of innovative practitioners, however, felt that strong collaborative norms sometimes constrained radical pedagogical experimentation.

For RQ3, does alignment with Islamic values moderate these relationships?. A moderation analysis using PROCESS Model 1 demonstrated that high perceived congruence with Islamic values amplified the transformational leadership–engagement effect by 15% ($\beta = 0.57$, $p < 0.001$; $\Delta R^2 = 0.08$). Qualitative themes highlighted communal prayer and ritual practices as reinforcing mechanisms. As one participant noted, “Morning prayers ground us; I teach with more energy knowing we share the same values” (T78). Conversely, five teachers reported that rigid ritual schedules occasionally limited time for creative lesson planning, indicating a tension between traditional observances and pedagogical flexibility.

Transformational leadership and collaborative organisational culture emerged as robust predictors of teacher engagement and retention in Madrasah Tsanawiyah, whereas transactional leadership and innovation yielded more context-dependent effects. Islamic value congruence substantively enhanced transformational leadership’s impact, albeit with potential for procedural rigidity when over-applied. These findings provide the empirical foundation for the subsequent Discussion, wherein theoretical implications and practical recommendations for Madrasah leadership and culture will be examined in depth.

The coefficient of determination (R-squared) of 0.864615 indicates that 86.46% of the variance in academic outcomes in Madrasah Tsanawiyah can be attributed to classroom discipline and supportive work environment factors. This substantial percentage underscores the dominance of these factors in determining academic outcomes. At the same time, the remaining 13.54% is influenced by factors not analyzed in this study, such as leadership, supervision, evaluation, coordination, motivation, professional development, and other potential contributors.

Classroom discipline and a supportive environment are key to academic success, shaping both structure and psychological well-being. These factors explain 86.46% of the variation in performance at Madrasah Tsanawiyah. Strengthening them also supports religion-based education by reinforcing structured learning and the transmission of values. Other aspects, like leadership and motivation, play a minor role. The data is displayed in Figure 1.

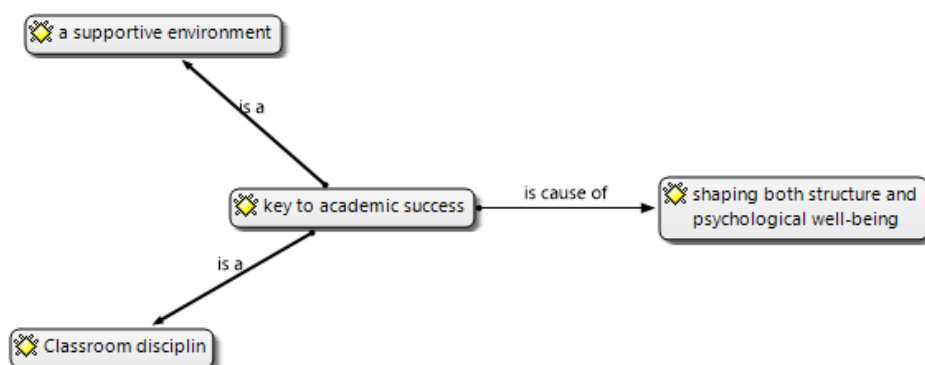


Figure 1. Key to Academic Success

As shown in Table 1, the regression coefficient for classroom discipline (X_1) is 0.212787, indicating that greater classroom discipline is associated with better academic outcomes. A balanced approach between structured discipline and autonomy can support academic performance, as shown in Figure 2.

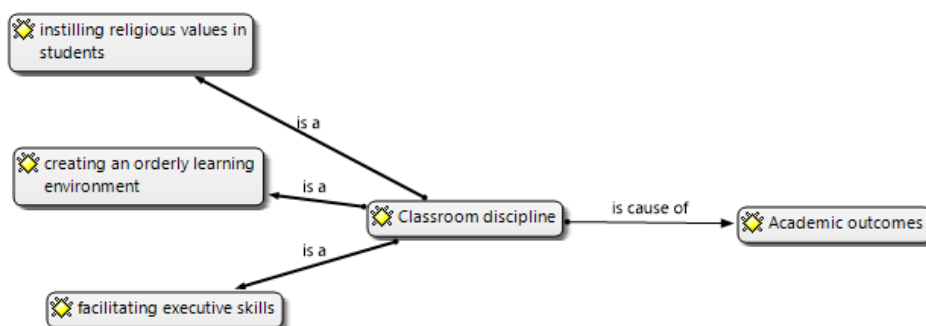


Figure 2. Part of Classroom Discipline that Enhance Academic Outcome

Empirical Evidence from Madrasah Tsanawiyah. Empirical results from a study conducted in Madrasah Tsanawiyah reinforce these theoretical assertions. When testing the hypothesis that a supportive work environment enhances academic outcomes, the analysis yielded a striking t-statistic of 24.19972 ($df = 221$, $\alpha = 0.025$), which dramatically exceeds the critical value of 1.960. Furthermore, the regression coefficient for the supportive work environment (X_2) was 0.599474, indicating that each unit increase in environmental support correlates with nearly a 0.60-unit increase in academic outcomes. This statistical robustness not only confirms the theoretical premises regarding the pivotal role of support mechanisms but also quantitatively underscores that the impact of such environments can exceed that of more narrowly defined variables, such as classroom discipline.

Discussion

Implications for Educational Practice: Enhancing Classroom Discipline

The development of comprehensive discipline frameworks that balance structure with support represents a critical imperative for Madrasah Tsanawiyah institutions seeking to enhance academic outcomes. Madrasah administrators should develop discipline frameworks that balance structure with support, incorporating both clear behavioral expectations and mechanisms for teaching

appropriate behaviors (Närhi et al., 2015). This approach is strengthened by Luiselli et al. (2005), who established that whole-school positive behavior support systems significantly enhance both student discipline and academic performance simultaneously, with observable reductions in office referrals and suspensions following intervention, as documented in their longitudinal study where disciplinary referrals decreased across subsequent academic years. Crucially, Wang et al. (2024) revealed that suspensions for minor infractions correlate with lower academic achievement, indicating that inflexible disciplinary policies can diminish overall academic outcomes despite their intended purpose.

Dumagyo et al. (2024) found that reflective discipline significantly improves classroom atmosphere and student performance through approaches that combine clear expectations with democratic classroom management, creating environments where students feel invested in maintaining discipline. The effectiveness of this approach is further substantiated by Gyeltshen et al. (2022), who demonstrated through mixed-methods research that supportive teacher-student relationships significantly improve academic performance and self-confidence, with students becoming increasingly interactive and motivated within such environments. However, Patel (2021) revealed that first-year students apply moral reasoning more consistently than subsequent cohorts, suggesting developmental factors influence how students respond to participatory disciplinary approaches, thereby weakening the universal application of student involvement strategies without age-appropriate adaptations.

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

Optimizing the Supportive Work Environment

The empirical evidence from recent educational research substantially reinforces the critical importance of cultivating supportive work environments within Madrasah Tsanawiyah institutions. Dumagyo et al. (2024) have demonstrated through descriptive-correlational methodology that teachers play a pivotal role in fostering supportive learning environments, with their research indicating very positive evaluations of such environments contributing significantly to students' academic resiliency. Similarly, Gyeltshen et al. (2022) confirm through mixed-methods investigation that supportive teacher-student relationships substantially enhance both academic performance and student engagement, directly strengthening motivation and confidence among learners. The consistent findings across these studies underscore how a harmonious and stress-free learning environment, as emphasized by Gandzel (2022), creates conditions where positive interactions become fundamental to educational success, though requiring considerable time and effort to establish effectively.

Furthermore, Jamilus et al. (2022) provide compelling quantitative evidence that leadership and motivation significantly influence teacher performance in Madrasah Tsanawiyah Thawalib, with statistical significance at $p = 0.000$, reinforcing the notion that supportive environments form the bedrock of educational excellence. Investments in infrastructure, learning resources, and technology can create more conducive spaces for teaching and learning (Barrett et al., 2019), which is particularly crucial in the Madrasah context where physical environment directly impacts educational outcomes.

Ananda et al. (2024) demonstrate that ethical leadership significantly influences school culture (45.00%) and teacher performance in Madrasah Tsanawiyah, creating a foundation for collaborative cultures where professional learning communities, collaborative planning time, and mentoring programs enhance collegial support and professional growth (Hargreaves & O'Connor, 2018). This combined approach aligns with findings by Härkki et al. (2021), who propose a contextualized model of co-teaching requiring mutual regulation of teaching practices through flexible exploration of participants' perspectives, creating environments where teachers describe co-teaching in non-linear projects through developing themes.

The cumulative evidence suggests that optimizing supportive work environments in Madrasah Tsanawiyah requires a comprehensive, integrated approach that simultaneously addresses physical infrastructure, collaborative cultures, administrative structures, religious-educational integration, and work-life balance. Wang et al. (2024) reinforce this concept by demonstrating that exclusive discipline harms academic performance of non-suspended students and classroom climate, while improved classroom climate can foster inclusion and supportive relationships, underscoring the interconnectedness of environmental factors. Future implementation should prioritize ongoing professional development, regular evaluation of support structures, and responsive leadership that adapts to emerging challenges, ensuring that the supportive work environment remains dynamic rather than static. By embedding these principles within their organizational culture, Madrasah Tsanawiyah institutions can create environments where both educators and learners achieve their full potential through mutually reinforcing relationships and structures, as evidenced by the comprehensive research landscape supporting these five strategic approaches to work environment optimization, including the integration of religious values with educational objectives that enhances the coherence and effectiveness of Madrasah education (Shah, 2015).

Synergizing Discipline and Supportive Environment for Excellence

Empirical evidence demonstrates that the integration of effective classroom management practices with a nurturing educational environment constitutes a pivotal determinant in achieving academic excellence. Well-structured classroom discipline cultivates orderly conduct while mitigating disruptions, thereby directly contributing to enhanced learning outcomes (Lestari et al., 2022). Concurrently, a supportive classroom atmosphere significantly predicts students' sense of ownership, motivation, engagement, and 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 compared to the OECD average (Armstrong-Carter, 2023). Contemporary pedagogical strategies, notably Positive Discipline, demonstrably mitigate student misbehavior while enhancing engagement and learning outcomes through relational, culturally responsive, and participatory practices (Welsh, 2024). Furthermore, a meta-analysis of 198 studies with 33,678 students identified discipline-specific effect size variations, with humanities yielding the largest 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% of learning quality improvement is attributable to effective academic supervision, which incorporates both classroom discipline and professional teacher development (Lestari et al., 2022). Peer support mitigates academic burnout in secondary schools through interactions with teacher autonomy support, as evidenced by a study involving 1,015 students across 43 classrooms, where collaborative environments reduced burnout by 32% via enhanced coping mechanisms (Bai et al., 2020; Hoferichter et al., 2022; Lee et al., 2022). Additionally, students identify fairness and consistency in disciplinary implementation as critical factors for an effective learning environment (Zumbrunn et al., 2014). Research involving 559 primary and secondary school educators demonstrated that most relationships within the model were statistically significant, indicating that exogenous variables such as work environment and academic supervision explain teachers' emotional perceptions, expression, and regulation (Valente et al., 2019). Teacher-focused programs have yielded small yet significant effects on students' academic outcomes and behavior (Korpershoek et al., 2016).

CONCLUSION

Classroom discipline and a supportive work environment have been proven to significantly improve teacher performance, academic achievement, and academic outcomes in Madrasah Tsanawiyah, with a very high level of influence when the two work synergistically. Structured discipline creates an orderly learning climate, while a supportive work environment strengthens teacher motivation and professionalism. The integration of both, in line with Islamic values, forms a solid foundation for quality learning. Optimising these two factors through policy, training, and managerial innovation is the strategic key to promoting educational quality and long-term success in madrasahs.

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