

# Strengthening Teacher Competence in Building Motivation and Discipline for Learning Outcomes in MI

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## ABSTRACT

Education in Islamic Elementary Schools (Madrasah Ibtidaiyah) is the foundation for character development and academic abilities in students at the next level. This study aims to analyze the model of teacher competence strengthening in building learning motivation and discipline to achieve meaningful learning outcomes in Madrasah Ibtidaiyah. Employing a qualitative literature review method with content analysis, this research synthesizes academic literature to develop a conceptual understanding of comprehensive teacher development models. The findings reveal that the model for strengthening teacher competence in building student motivation consists of needs-based training, intensive mentoring, structured reflection, professional learning communities, technology utilization, principal involvement, and impact evaluation. Teachers need to master motivation strategies including creating curiosity, providing appropriate challenges, positive reinforcement, connecting material to real life, creating enjoyable atmospheres, providing autonomy, and building positive relationships. The model for strengthening teacher competence in building learning discipline includes proactive classroom management training, positive reinforcement mentoring, effective communication skills, behavior function understanding, structured reflection, learning communities, parental involvement, logical consequences, positive classroom culture, role modeling, consistency, individual approaches, impact evaluation, and spiritual values reinforcement. Both models together build the foundation for teachers to create motivating and disciplined learning environments that lead to meaningful learning outcomes. The study implies that teacher development programs must be designed as integrated models with intensive mentoring and sustainability.

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## 1. INTRODUCTION

Education in Islamic Elementary Schools (Madrasah Ibtidaiyah) is the foundation for character development and academic abilities in students at the next level. During elementary school, children experience rapid development in various aspects, including cognitive, social, emotional, and moral abilities. Educational success during this phase will significantly determine students' readiness to face the challenges of higher education. This is where the role of teachers becomes crucial. MI teachers are not

only tasked with transferring knowledge but also fostering students' motivation and learning discipline, which will become valuable assets throughout life. Motivation to learn encourages students to actively engage in learning, while learning discipline ensures that they consistently fulfill their academic responsibilities (Komariyah, 2023). Learning discipline is often viewed as a crucial factor in helping students achieve better and more sustainable learning outcomes (Mubarok & Darmawan, 2025). Both of these factors, when developed effectively, will lead students to meaningful learning outcomes, namely understanding that goes beyond memorization but can be applied in everyday life.

Teacher competence is a key factor in building student motivation and discipline in learning (Idhar, 2022). Competent teachers understand that motivation cannot be imposed from the outside but must be awakened from within students through the creation of relevant and enjoyable learning experiences. Competent teachers also understand that discipline is not merely adherence to rules, but rather an internal value instilled through role models, habits, and positive reinforcement (Dahlan, 2023). This aligns with the view that teacher professionalism and discipline in carrying out educational duties play a crucial role in improving the quality of the teaching and learning process (Mubasysyir & Darmawan, 2024). However, this competence is not formed instantly. It requires a systematic and continuous development process through various models of teacher competency strengthening. This competency strengthening also needs to consider the development of technical and social skills so that teachers are able to face the increasingly dynamic world of education (Mendonca et al., 2021). Unfortunately, existing competency strengthening models are often general and fail to address the specific tasks of MI teachers in building student motivation and discipline in learning at specific developmental ages. As a result, efforts to improve teacher competency have not optimally impacted the quality of learning in the classroom.

Meaningful learning outcomes are the ultimate goal of the entire learning process (Rivana et al., 2023). Unlike rote learning outcomes, which are quickly lost, meaningful learning outcomes are understanding integrated with students' cognitive structures so they can be used to solve new problems. Students not only know, but also understand and can apply. To achieve these learning outcomes, a learning process is required that actively engages students, connects the material to real life, and provides opportunities to apply knowledge. Learning motivation has also been shown to have a strong relationship with student achievement at various levels of education (Mudzakkir & Darmawan, 2024). Such a learning process is only possible if students have a strong motivation to learn and sufficient discipline to follow the process. Without motivation, students will be passive, and learning will lose meaning. Without discipline, the learning process will be disrupted and the results achieved will be suboptimal. MI teachers must be able to build both of these simultaneously.

Madrasah Ibtidaiyah (Islamic elementary schools) are unique as Islamic educational institutions that integrate religious values into all aspects of learning (Azis et al., 2022). This uniqueness has specific implications for strengthening teacher competency. MI teachers need not only to be competent in general pedagogy but also to integrate Islamic values into learning that build motivation and discipline. The concepts of sincerity in learning, patience in facing difficulties, and responsibility as a form of worship can serve as a spiritual foundation that strengthens student motivation and discipline (Rahmah & Rindaningsih, 2022). The formation of strong character in students can also be strengthened through educational activities based on religious values that instill positive attitudes from an early age (Nuraini et al., 2024). Furthermore, student character development is formed through school culture and parenting patterns that support the educational process (Dena & Darmawan, 2024). However, to instill these values, teachers themselves must internalize and emulate them. Social and religious activities within the educational environment have also been shown to strengthen students' values of togetherness and social responsibility (Shidiq et al., 2024). Therefore, strengthening the competency of MI teachers must encompass spiritual and personality aspects, not just technical pedagogical aspects. The competency strengthening model designed needs to take these unique characteristics into account to ensure its relevance to the madrasah environment.

The ideal teacher competency strengthening model is comprehensive, sustainable, and contextual (Khotimah et al., 2024). Comprehensive means encompassing all necessary competency dimensions,

including pedagogical, personality, social, and professional competencies. Sustainable means it is not a one-time activity, but rather a continuous process throughout a teacher's career (Kholid et al., 2022). Contextual means it is designed to meet the real needs of teachers in the field, including the need to build motivation and discipline in MI students. Continuing education is also seen as a means to foster adaptive competencies so that students are able to face ever-evolving social and global changes (Mardikaningsih et al., 2021). Unfortunately, existing competency strengthening models are often partial, sporadic, and generic. As a result, teachers may possess knowledge of motivation and discipline theories but lack the practical skills to apply them in the classroom. They may understand the importance of meaningful learning but lack the knowledge to design it for MI students. This gap between theory and practice needs to be addressed through a more appropriate competency strengthening model. A review of teacher competency-building models to build motivation and discipline in learning, leading to meaningful learning outcomes in MI, is crucial to address this gap.

In Islamic elementary school (MI) learning practices, a gap is often found between teacher efforts and student outcomes (Kurniawan, 2022). Teachers strive to teach effectively, employ a variety of methods, and provide motivation, yet students still exhibit low motivation and weak discipline. They easily become bored, unenthusiastic about lessons, often neglect assignments, and lack responsibility for their learning obligations. Consequently, learning outcomes are less than satisfactory, and more concerningly, learning becomes meaningless. This situation demonstrates that teacher adaptation to student needs and characteristics is crucial for increasing participation and discipline in the classroom learning process (Rozikin et al., 2023). Students may be able to answer exam questions by rote, but are unable to connect their knowledge to real-life situations. Teachers become frustrated because they feel they have put in maximum effort but the results are not as expected. The question is, does the problem lie with inadequate teacher competency, or with an inappropriate competency reinforcement model? Perhaps teachers actually have potential, but are not receiving development support that aligns with the real needs of the classroom.

Another problem lies in the disconnect between teacher competency development and the ultimate learning objectives. Teacher development programs are often designed based on institutional agendas or educational trends, rather than on an analysis of real needs to achieve meaningful learning outcomes (Samad et al., 2023). Teachers are sent for training on various topics, but there is no clear link between the training material and their daily tasks of building student motivation and discipline. As a result, what is learned in the training is not applied in the classroom. New knowledge remains theoretical, not integrated with practice. There are no feedback and mentoring mechanisms to ensure that the competencies being trained are truly mastered and applied (Sembiring et al., 2023). Existing reinforcement models are more activity-oriented than outcome-oriented. As long as teachers have attended training, it is considered sufficient, without checking for changes in teaching practices and their impact on students. The root of the problem is the lack of a systematically designed competency reinforcement model focused on achieving meaningful learning outcomes.

Demands for quality learning are increasing along with curriculum developments and societal expectations (Rugaiyah, 2023; Munzaini & Amirudin, 2024). The current curriculum emphasizes student-centered learning, the development of higher-order thinking skills, and the achievement of applicable competencies. These expectations can only be met if students have a strong motivation to learn and sufficient discipline to follow the learning process. Without motivation, students will be passive, and student-centered learning will not occur. Without discipline, the complex learning process will be chaotic. MI teachers are at the forefront of developing both of these qualities in students. However, many teachers feel unprepared to face this challenge due to limited competencies. They may have never received adequate training on how to build students' intrinsic motivation or how to instill internal discipline. Strengthening teacher competencies is an urgent need so they can carry out their roles effectively.

The changing times, with all their challenges, also demand a more adaptive competency strengthening model (Suteja et al., 2022). The current generation of students differs from previous generations. Furthermore, the use of learning media and digital literacy is increasingly important to

support effective learning processes in today's technological era (Rizal & Darmawan, 2024; Khayru et al., 2025). They grew up in the digital age, which has its own characteristics and challenges. Their motivation and learning discipline are influenced by new factors such as the use of gadgets, social media, and online games. The ability to deal with technological developments and artificial intelligence is also becoming a crucial concern in modern education (Zahid et al., 2025). Teachers need to be competent in understanding the characteristics of this generation and designing appropriate strategies. A teacher competency strengthening model must be able to equip teachers with knowledge and skills relevant to current challenges (Purwati & Sukirman, 2024). Relying solely on outdated knowledge is not enough. A strengthening model that is dynamic, research-based, and responsive to change is needed. Furthermore, education plays a crucial role in shaping an inclusive and participatory society through various forms of formal and non-formal learning (Warin, 2022). Examining teacher competency strengthening models within Islamic elementary schools (MI) is crucial for formulating appropriate approaches to improving the quality of learning in the contemporary era. Efforts to improve education quality also need to consider social and cultural dynamics and changing roles in modern society (Sudahri et al., 2024).

This study aims to conceptually analyze a model for strengthening teacher competency to build student motivation in Islamic elementary schools (MI) to achieve meaningful learning outcomes, as well as a model for strengthening teacher competency to build student discipline in Islamic elementary schools (MI). Specifically, this study will explore the components of an effective competency strengthening model, including the types of training, mentoring mechanisms, and evaluation systems that ensure the transfer of competency into learning practices. Furthermore, this study will identify specific strategies that teachers need to master to build students' intrinsic motivation, create a motivation-supporting environment, and instill internal discipline through role modeling, habituation, and positive reinforcement. The theoretical contribution of this study is to enrich understanding of the relationship between teacher competency strengthening, classroom learning practices, and the achievement of meaningful learning outcomes at the MI level. Its practical contribution is to provide a framework for teacher development institutions, madrasah principals, and supervisors to design more effective competency strengthening programs that are oriented towards student learning outcomes.

## 2. METHODS

This study was structured as a literature review using a qualitative approach that aims to build a conceptual understanding of the teacher competency strengthening model to build motivation and learning discipline to achieve meaningful learning outcomes in Madrasah Ibtidaiyah. This approach was chosen because it is suitable for exploring theoretical ideas that have been developed by experts without requiring primary data collection in the field. Creswell (2009) explains that qualitative research is an inquiry process that emphasizes understanding the meaning of a social or humanitarian problem. The main data sources in this study come from academic literature such as textbooks, scientific journal articles, and educational policy documents relevant to the topics of teacher competency strengthening, learning motivation, learning discipline, meaningful learning outcomes, and education in Madrasah Ibtidaiyah. Data collection was carried out by searching academic databases using appropriate keywords, then selecting literature that has credibility and is directly related to the focus of the study.

The data analysis in this study used qualitative content analysis techniques as proposed by Krippendorff (2004), which emphasizes systematic procedures for drawing valid inferences from text. The analysis stage began with a careful reading of all literature to gain a general understanding of the content and main ideas. Next, themes relevant to the problem formulation were identified, such as components of the competency strengthening model, strategies for building motivation, approaches to instilling discipline, indicators of meaningful learning outcomes, and characteristics of MI students. These themes were then categorized and organized to build a coherent argument. Lincoln and Guba (1985) emphasized the importance of maintaining the trustworthiness of qualitative research results through diligent observation and source triangulation. In this literature review, triangulation was carried out by

comparing ideas from various authors and different theoretical perspectives to gain a rich understanding and avoid reliance on a single viewpoint.

The research procedure was designed in stages to ensure in-depth analysis. The first stage was the identification and selection of literature using inclusion criteria such as topic relevance, author or publisher reputation, and current thinking. The second stage was data organization by creating summaries and conceptual maps of each literature to facilitate synthesis. The third stage was interpretation and thematic analysis, which attempted to answer the problem formulation by establishing relationships between concepts found in the literature. Denzin and Lincoln (2005) stated that qualitative research is interpretive and naturalistic, meaning researchers seek to understand the meaning of the text as intended by the author. This entire series of procedures is expected to produce a complete and academically accountable synthesis of knowledge regarding the model for strengthening teacher competencies to build motivation and learning discipline to achieve meaningful learning outcomes in Madrasah Ibtidaiyah.

### 3. FINDINGS AND DISCUSSION

#### **Teacher Competency Strengthening Model to Build Student Learning Motivation in MI**

Teacher professional development requires a systematic and sustainable design to have a real impact on learning practices. The teacher competency strengthening model is a systematic framework designed to enhance teachers' professional abilities in carrying out their duties. Teachers must possess the competence and passion to educate to achieve learning objectives (Darmawan, 2014). Strengthening teacher competency is essentially part of an effort to continuously improve the quality of education so that the learning process can be more effective and meaningful for students (Mardikaningsih, 2014). In efforts to build MI students' learning motivation, this model must include a theoretical understanding of motivation, practical skills in implementing motivational strategies, and mentoring mechanisms that ensure transfer into learning practices. Learning motivation in MI students has unique characteristics because children aged 7-12 years are at a developmental stage where extrinsic motivation is still dominant but is beginning to evolve towards intrinsic motivation (Anggini et al., 2024). Teachers need to understand this stage to choose appropriate strategies. An effective competency strengthening model not only provides knowledge of motivation theory but also trains teachers to observe students' motivational needs, design appropriate interventions, and evaluate their impact. Improving teacher competency is also linked to efforts to foster sustainable learning behaviors and broader educational awareness in the community (Gautama & Mardikaningsih, 2022). An andragogical approach that values teacher experience as a learning resource is crucial in this model. A comprehensive design will make competency strengthening a profound process of professional transformation.

Implementing competencies in the classroom requires concrete support that accompanies teachers in their daily practice (Rahma et al., 2023). Intensive mentoring in the field is the second crucial component. Knowledge and skills acquired in training are often not immediately applicable in the classroom (Harli, 2022). Teachers face various real-life challenges that do not emerge in training simulations. This suggests that both novice and experienced teachers still require support to adapt to the dynamics of professional work in the world of education (Liwak et al., 2023). This is where mentoring becomes crucial. Mentors can be supervisors, madrasah principals, or trained senior teachers. They observe teachers' classroom practices, provide constructive feedback, help solve problems, and encourage reflection. Mentoring can also occur through learning communities where teachers observe and provide input. Ongoing support through mentoring and coaching in the field enhances teachers' ability to implement effective learning practices (Ekawati et al., 2022). To build student motivation, mentors can help teachers analyze why a strategy is not working and explore alternatives. Effective mentoring is collaborative, not evaluative, so teachers feel safe trying new things and learning from mistakes. Mentoring needs to be conducted regularly over a sufficient period of time

until teachers truly master the competencies. Consistent mentoring will accelerate skill acquisition and strengthen teachers' self-confidence.

Strengthening competency doesn't stop with practice; it requires a deep process of reflection. Structured reflection is the third component that ensures the internalization of competency (Fitriasari et al., 2024). Reflection is the process of thinking about what was done, why it was done, and the results. In the competency strengthening model, reflection needs to be structured, not just casual reflection. With strong competencies, teachers can mobilize students' potential (Darmawan et al., 2021). Teachers can use reflective journals, discussions with mentors, or portfolios to document and analyze their practice. Reflective questions such as what strategies were most effective in motivating students, how students responded, what could be improved, and what was learned today help teachers develop metacognitive awareness of their practice. Reflection also helps teachers connect theory with practice, see patterns of success and failure, and formulate personal theories about building motivation. This reflective process makes teachers lifelong learners who continue to develop. Disciplined reflection fosters professional awareness that matures over time.

Sustainable teacher development requires a vibrant and productive collaborative space (Cahyanti et al., 2024). Professional learning communities are an ideal platform for ongoing competency strengthening (Savitri et al., 2024). In these communities, teachers meet regularly to discuss learning practices, share experiences, and learn from each other. Social interaction in educational activities has been shown to help students develop social competence and the ability to collaborate with others (Hariani et al., 2021). Learning communities differ from traditional teacher meetings because they focus on learning and professional development, rather than administrative matters. To build motivation, teachers can share successful strategies, discuss challenges, and collaboratively seek solutions. They can also conduct cross-observations, where one teacher observes another's practice and provides feedback. Professional learning communities create a collaborative culture that replaces the traditional culture of individual work. Teachers no longer feel alone in facing problems but have a platform to exchange ideas. This culture is crucial for sustainable competency strengthening, as professional development does not end after the formal program is completed. This relates to teacher performance and the strong sense of responsibility they must possess to complete professional tasks in the classroom and in educational assignments outside the classroom (Mardikaningsih et al., 2022). A fostered collaborative culture will strengthen teachers' identities as active learners.

Technological developments open up new opportunities to support teacher competency strengthening (Rasmitadila et al., 2024). Technological advancements and social change also require teachers to continuously improve their pedagogical skills to understand student character more comprehensively (Arifin & Darmawan, 2021). Utilizing technology in competency strengthening models can expand access and increase effectiveness. In modern learning, where technology is increasingly dominant, the use of learning media can increase student effectiveness and engagement (Laili et al., 2024). The use of digital media and learning videos has also been shown to help students understand material more easily through clear and engaging visualizations (Irawan et al., 2023). Online learning platforms can be used to provide training materials, videos of good practice models, and discussion forums. Teachers can access learning resources anytime and anywhere, not limited by the time and location of training. Video recordings of teachers' teaching practices can be uploaded and discussed with mentors or colleagues online. WhatsApp or Telegram groups can be a means of quick sharing and daily consultation. However, technology should be used as a complement, not a substitute for direct interaction, which remains necessary, especially for intensive mentoring. In MI (Islamic elementary schools), which may have limited access to technology, reinforcement models need to consider real-world conditions and seek creative alternatives. The most important principle is that technology should be used to facilitate, not complicate, teachers. Wise use makes technology an effective and adaptive support tool.

The success of a competency strengthening program requires concrete and targeted leadership support. The involvement of the madrasah principal is crucial to the success of the competency

strengthening model (Qamariyah, 2024). The madrasah principal must not only approve the program but also actively participate in creating a climate that supports teacher development. He or she needs to provide permission and flexibility for teachers to participate in training and mentoring. He or she also needs to provide the necessary resources. The madrasah principal needs to be a role model for continuous learning. The madrasah principal's leadership is managerial; he or she must be able to influence, guide, and empower the entire school community (Bashor et al., 2024). When teachers see the madrasah principal actively learning, they will be motivated. The madrasah principal can also act as a mentor or facilitator of the learning community. In an effort to build student motivation, the madrasah principal can encourage teachers to continue innovating and not be afraid to try new things. The madrasah principal's sincere support will make teachers feel safe to develop. Strong leadership commitment creates a sense of security for teachers to continue developing.

Mastering motivational strategies is a core competency for teachers in managing lively learning (Ashari & Zakariyah, 2024). Strategies for building motivation that teachers need to master through a reinforcement model encompass various approaches. First, creating curiosity through provocative questions, engaging demonstrations, or engaging stories. Curiosity in the classroom can increase student interest and engagement, which triggers deeper learning motivation (Zeng et al., 2025). Second, providing challenges appropriate to students' ability levels so they are not easily bored or too difficult to frustrate. Third, providing positive reinforcement in the form of praise, awards, or recognition for effort and achievement. Fourth, connecting material to students' real lives so they see the relevance and benefits of learning. Fifth, creating a fun learning environment through a variety of methods, games, or humor. Sixth, providing autonomy and choice to students so they feel in control of their learning. Seventh, building positive relationships with students so they feel cared for and valued. Mastering these strategies allows teachers to choose the most appropriate approach for specific situations and students. This diversity of strategies enriches professional action options in dynamic classroom situations.

Parental support and the family environment are also often factors influencing students' motivation and interest in learning at school (Safitri & Darmawan, 2023). Synergy between schools and families expands the scope for strengthening student motivation. Parental involvement in building student motivation to learn needs to be part of teacher competency. Student motivation is not only developed at school but is also influenced by support at home. Parental autonomy support contributes significantly to increasing intrinsic motivation and academic resilience in children (Marshman et al., 2022; Safitri & Darmawan, 2023). Teachers need to be skilled at communicating with parents, explaining the importance of motivation, and providing practical advice on how to support children at home. Teachers also need to encourage parents to show interest in their children's learning, praise efforts, and create learning routines at home. A competency-building model can train teachers in communication skills with parents, including how to convey sensitive information tactfully. Teachers also need to learn to build partnerships with parents, not just give instructions. When teachers and parents work together, consistency is created that strengthens children's motivation. In MI, where parents are generally still highly involved, the potential for this partnership is particularly significant. A close partnership strengthens support for children's learning development.

Continuous self-development requires internal awareness from every teacher. Efforts to improve the quality of education must also prioritize inclusivity so that all students have equal opportunities to develop (Magfud et al., 2023). Teachers' own reflection and self-evaluation need to be cultivated as part of the reinforcement model. This is because structured reflective practices can help teachers strengthen their pedagogical skills even after formal training has ended (Li, 2025). After participating in training and mentoring, teachers should continue to engage in independent reflection. They can record videos of their own lessons and review them to identify areas for improvement. They can anonymously solicit feedback from students about their experiences. They can write in reflective journals weekly. This habit of reflection will enable teachers to continue learning from their own experiences, rather than relying solely on external training. The ideal competency reinforcement model is one that instills this habit so

that teachers continue to develop even after the formal program has ended. This is the ultimate goal of competency reinforcement: creating lifelong learners who are able to continuously improve their quality independently. The habit of reflection enables teachers to remain adaptive to the dynamics of education.

All of these components form an integrated reinforcement system (Alfaniah & Rindaningsih, 2024). Good education ultimately aims not only to improve academic achievement but also to build social awareness, participation, and community concern (Hariani & Mardikaningsih, 2022). The teacher competency strengthening model for building MI students' learning motivation consists of several interrelated components. Community educational activities, such as academic competitions and education-based social activities, can also strengthen students' enthusiasm for learning and social concern (Lindra et al., 2024). Needs-based training provides a foundation of knowledge and skills. Intensive mentoring ensures transfer to real-world practice. Structured reflection internalizes learning. Professional learning communities provide a platform for sustainability. The use of technology expands access. The involvement of the madrasah principal creates a supportive climate. Impact evaluation ensures effectiveness. Through this model, teachers master various motivation-building strategies such as fostering curiosity, providing appropriate challenges, providing positive reinforcement, relating material to life, creating a pleasant atmosphere, providing autonomy, and building positive relationships. These competencies will enable teachers to create an environment that meets students' psychological needs and supports their active engagement in learning (Chen et al., 2025). Understanding the characteristics of MI students enables teachers to choose appropriate strategies. Creating a learning environment supports strategy implementation. Parental involvement strengthens motivation at home. Teacher creativity is encouraged through experimentation and sharing. Independent reflection is cultivated for sustainability. This comprehensive model will produce teachers competent in building motivation, which will ultimately lead students to meaningful learning outcomes. Consistent implementation will produce professional teachers capable of fostering sustainable learning motivation.

### **Teacher Competency Strengthening Model to Build Student Learning Discipline in MI**

Learning discipline in Islamic elementary school students needs to be understood as a process of building awareness, not simply controlling behavior. A teacher competency-building model for developing student learning discipline in Islamic elementary school students must be based on the understanding that effective discipline is internal discipline born from student awareness, not merely external compliance due to fear of punishment (Sembiring et al., 2023). In various educational practices, instilling values and discipline from an early age has been shown to help children understand the meaning of responsibility in the learning process (Aliyah & Masnawati, 2022). In Islamic elementary school-aged children, moral development is at a stage where they begin to understand rules as social agreements, rather than as absolutes imposed by authority. Active student participation, mutual respect, and the logic of consequences have been shown to be effective in increasing moral awareness and the value of internal discipline in students (Maryani & Muryanto, 2024). This understanding provides the foundation for teachers to instill discipline through an educational approach, rather than a punitive one. A teacher competency-building model needs to equip teachers with an understanding of children's moral development, positive discipline theory, and practical skills to implement it. Teachers need to learn to distinguish between discipline that builds character and punishment that only elicits temporary compliance. Training in child developmental psychology is a crucial component of this model. A strong conceptual foundation will guide teachers toward educational and long-term disciplinary practices.

Establishing healthy discipline requires an approach focused on reinforcing good behavior (Shaharani & Februannisa, 2023). Guidance in implementing positive reinforcement strategies is the second crucial component. The positive reinforcement approach in education is also widely applied in various student character-building activities in both formal and non-formal educational settings

(Akmal et al., 2024). Positive discipline is built by reinforcing desired behavior, not simply punishing misbehavior. Teachers need to be skilled at providing positive reinforcement such as specific praise, class recognition, or symbolic rewards. This positive reinforcement must be given consistently and sincerely, without being excessive. Teachers should not only focus on achieving competency but also on teaching the personality, morals, character, and attitudes of the students they mentor (Djazilan & Darmawan, 2022). Teachers also need to learn to use positive reinforcement to shape behavior incrementally, for example by rewarding small efforts toward desired behavior. Guidance can be provided by observing teachers' classroom practices, recording their interactions with students, and providing feedback on the quality of the positive reinforcement given. Teachers also need to learn to distinguish between indulgent and constructive praise. Effective praise focuses on effort and strategy, not innate ability, thus encouraging a growth mindset. Appropriate reinforcement fosters students' internal motivation for disciplined behavior.

Rule enforcement is largely determined by the quality of communication between teachers and students. Effective communication skills for enforcing rules and delivering consequences require intensive training (Rianda et al., 2025). The way teachers communicate when reprimanding students who break rules significantly determines whether the reprimand will be accepted or provoke resistance. Communication that focuses on student behavior, rather than personal attacks, can increase student engagement and create a more supportive classroom atmosphere (Karasova & Nehyba, 2023). Polite and educational communication is also an important approach to fostering positive student behavior (Alfaaza et al., 2025). Teachers need to learn to use language that focuses on behavior, not personality. For example, "You're bothering your friends," rather than "You're a naughty child." Behavior-focused language allows students to understand what went wrong and can correct it, without feeling judged. Teachers also need to learn to deliver consequences calmly and consistently, without emotion. Consequences should be logically related to the violation and educational, not simply punitive. Effective communication training can use role-playing techniques in which teachers practice responding to various violation situations. Feedback from coaches and peers helps improve communication. Proper communication maintains the teacher's authority as well as the students' self-esteem.

A thorough understanding of student behavior is key to appropriate disciplinary interventions. Understanding the function of behavior and behavioral analysis techniques should be part of a teacher's competency (Abidah et al., 2024). Understanding the motives and goals behind an individual's actions helps determine more appropriate and humane handling strategies (Darmawan, 2013). Every student behavior, including rule-breaking behavior, has a specific function. It may be to seek attention, avoid assignments, demonstrate power, or simply due to a lack of skills. Teachers who understand the function of behavior will respond appropriately, rather than simply punishing. By understanding this function, a systematic approach can be developed that helps determine why the behavior occurs and thus allows for targeted interventions (Iovannone et al., 2024). For example, students who seek attention by being disruptive should be given positive attention when they behave well, rather than scolded when they are disruptive. Students who avoid assignments due to difficulties need assistance, not punishment. A competency-strengthening model can train teachers to conduct simple behavioral observations and analyses. Teachers learn to record what happens before and after the behavior to understand its patterns and function. With this understanding, interventions become more targeted and effective. This ability to analyze behavior distinguishes professional teachers from ordinary teachers. Accurate analysis results in more humane and effective responses.

Teachers' professional awareness grows through a continuous process of reflection. Structured reflection on disciplinary practices helps teachers develop awareness and continuous improvement (Rosyidah et al., 2024). Evaluation and reflection activities are also frequently used in educational mentoring programs to gradually improve the quality of teaching practices (Chada, 2023). Reflection helps teachers understand their actions and engage in professional evaluation to improve classroom management practices, including student discipline (Lefebvre et al., 2023). Discipline is a highly

emotional and personal area. Teachers often respond based on habit or fleeting emotions, rather than professional judgment. Through structured reflection, teachers can review their responses to disciplinary infractions. Was my response effective? Was I too harsh? Was I consistent? How did the student feel after my reprimand? What could I have done differently? Reflection can be conducted through journals, discussions with mentors, or in learning communities. This reflective process helps teachers develop a personal theory of discipline that is continually refined based on experience. Reflection also helps teachers manage their own emotions, resulting in calmer and more professional responses to infractions. Consistent reflection strengthens the quality of teachers' pedagogical decisions.

Handling complex discipline issues requires collective support among educators. Professional learning communities provide a platform for sharing strategies and support to address discipline issues (Natalia & Damai, 2024). Every teacher faces disciplinary challenges, but often feels alone and embarrassed to admit it. These professional learning communities foster structured collaboration and social support among teachers, contributing to increased professional competence and confidence in addressing classroom challenges (Mydin et al., 2024). In a safe learning community, teachers can share problems without fear of judgment and work together to find solutions. They can discuss challenging cases, share successful strategies, and provide feedback. The community can also invite experts or senior teachers to share their experiences. To build discipline, the community can work together to develop consistent classroom procedures across grade levels so that students experience consistency from year to year. They can also develop a shared reward system or a character-building program at the madrasah level. This collaboration creates a strong culture of discipline across the madrasah, not just within individual classrooms. This collaboration strengthens the culture of discipline at the madrasah level.

The development of learning discipline is inseparable from the role of the family. Parental involvement in developing student learning discipline needs to be a focus in teacher competency strengthening models (Aimang, 2024). The role of families in providing guidance, attention, and motivation to learn has been shown to be closely related to the development of student discipline (Darmawan et al., 2026). Discipline established in schools will be stronger if supported at home. Indicators of parental attention include providing guidance, advice, supervision of children, motivation and rewards, and meeting children's needs (Nuriyah & Darmawan, 2024). Teachers need to be skilled at communicating with parents about discipline issues, not only when there are major problems but also to build preventative partnerships. Teachers can hold early-year meetings to convey behavioral expectations and seek parental support. When violations occur, teachers need to communicate with parents collaboratively, not through blame. Teachers and parents work together to find solutions and agree on a consistent approach. For students with severe discipline problems, parental involvement is crucial. Competency strengthening models can train teachers in simple counseling skills and communication with parents from various backgrounds. Teachers also need to learn to involve parents in positive reinforcement programs at home. Synergy between school and home strengthens the sustainability of discipline habits.

An educational approach to discipline requires alternatives to conventional punishment. The use of logical and natural consequences should be taught as an alternative to non-educational punishments (Rozi & Hakim, 2025). Direct learning experiences experienced by students are often more effective in fostering awareness than theoretical explanations alone (A'yun et al., 2024). Logical consequences are those that are directly related to the violation and make sense. When teachers apply consequences logically and participatively, students demonstrate increased behavioral awareness and more positive attitudes toward classroom rules (Hasanov & Brandišauskienė, 2025). For example, if a student makes a mess, the consequence is cleaning up. If a student disturbs a classmate, the consequence is practicing in a separate area. Natural consequences are those that occur naturally without teacher intervention. For example, a student who forgets to bring a pencil will have difficulty writing. Teachers need to allow students to experience natural consequences as long as they are not harmful. Experiencing the

consequences of one's own behavior is more effective in fostering awareness than lectures or punishment. Teachers need to be trained to distinguish between educational consequences and vengeful punishment. Consequences should be administered calmly and empathetically, not with anger. The goal is learning, not retaliation. Training can use case studies to teach teachers how to design appropriate consequences for various infractions. Direct experience of consequences builds students' sense of responsibility.

Solid discipline thrives within a mutually agreed-upon classroom culture. Building a positive classroom culture through shared norms and rituals is a highly effective long-term strategy (Samadi & Nurishlah, 2023). Values of togetherness and a positive culture in educational activities can also strengthen mutual respect and shared responsibility among students (Arifin et al., 2022). Discipline is more easily enforced if there is a supportive classroom culture. Discipline leads to order in the classroom (Jahroni & Darmawan, 2022). Classroom culture is formed from mutually agreed-upon values and consistently performed rituals. Teachers need to learn to facilitate the formation of classroom culture at the beginning of the year. Discussions about what values they want to uphold, how to embody them in daily behavior, and how to remind each other are important agenda items. Rituals such as morning greetings, daily reflections, or celebrations of shared successes strengthen a sense of togetherness. In a positive classroom culture, social pressure from peers is a powerful force driving compliance. Students will feel ashamed if they violate the norms they themselves helped formulate. A competency-building model can train teachers in classroom discussion facilitation techniques and establish positive rituals. A positive culture makes compliance a shared choice, not a forced one.

The teacher's personality is the most powerful source of disciplinary learning. Teachers' exemplary behavior, as the primary foundation for establishing discipline, needs to be continuously strengthened through personality development (Munte & Cendana, 2022). The exemplary behavior of educational leaders is also a crucial factor in building a culture of discipline within educational institutions (Al Laisty et al., 2024). Teachers cannot teach discipline if they themselves are not disciplined. Exemplary behavior in terms of time, responsibility, orderliness, and self-control is a powerful hidden curriculum. Understanding and practicing ethical values and positive character traits such as discipline and responsibility are strongly correlated with strengthening character education in schools (Riviana, 2024). Competency strengthening models need to encompass aspects of teacher personality development, not just technical skills. Teachers need to be encouraged to reflect on the consistency between their words and actions. Do I always arrive on time? Do I complete administrative tasks on time? Do I speak politely to everyone? Do I admit mistakes? Awareness of the importance of exemplary behavior will encourage teachers to continuously improve. Learning communities can serve as a forum for mutual reminders and support in personality development. Madrasah principals also need to be key role models for teachers. Consistent role modeling reinforces the message of discipline without many words.

Some students require more personalized and in-depth disciplinary treatment. An individualized approach to students with chronic disciplinary problems requires a specialized teacher skill (Pamuji & Mulyadi, 2024). Some students may have more serious behavioral issues and require a different approach. Teachers need to learn to conduct simple assessments to understand the underlying causes of the problem, whether related to family, friends, or internal issues. Teachers need to collaborate with guidance counselors or counselors to address severe cases. Behavioral intervention planning tailored to individual needs is highly effective in changing the behavior of students who previously failed to respond to general approaches (Carpenter & Walker, 2025). For these students, standard punitive approaches are often ineffective. They require a more personalized approach, such as behavior contracts, individual counseling, or intensive positive reinforcement programs. Teachers also need to learn to distinguish between common disciplinary problems and indications of disorders that require professional referral. A competency-based reinforcement model can provide basic knowledge about children's abnormal psychology and when to refer. These skills are crucial to prevent mishandling and worsening problems. A proper approach prevents mishandling and subsequent consequences.

Any effort to strengthen discipline requires monitoring and measurable results. Regular evaluation of the impact of discipline strengthening programs is essential to ensure effectiveness (Rahmadani et al., 2024). A strong culture of literacy and discipline in learning is often crucial for improving student academic success at various levels of education (Azizah & Darmawan, 2025). Simply observing student compliance when the teacher is present is not sufficient. It is also important to assess whether disciplinary values have been internalized. Indicators include a reduction in violations over time, an increase in students' self-regulation skills, and the emergence of positive initiatives without prompting. Evaluations can utilize recorded violation data, behavioral observations, student questionnaires, and interviews. Evaluation results provide feedback for teachers to refine their approaches. If a strategy is ineffective, alternatives need to be explored. Evaluation also helps identify teachers who still need additional support. In a competency strengthening model, evaluation is not for judging teachers, but for collaborative learning. Evaluation results are discussed within a learning community to find collective solutions. Self-regulation skills are correlated with increased positive behavior and classroom engagement, which are part of long-term discipline (Vosniadou et al., 2024). With a continuous cycle of evaluation and improvement, the quality of discipline enforcement in madrasas will continue to improve. Continuous evaluation ensures the continued development of disciplinary practices.

The uniqueness of madrasas lies in the integration of spiritual values into the formation of discipline. Learning religious values in various educational activities has been proven to help students understand the meaning of morality and responsibility in everyday life (Al Mursyidi & Darmawan, 2023). Strengthening spiritual values as the foundation of discipline in MI needs to be a distinctive feature of the model. In madrasas, discipline is built not only on social rules but also on religious values. Teachers need to be able to explain the link between discipline and Islamic values, such as responsibility as a trust, time as a blessing to be respected, and order as part of faith. Religious values-based education helps children understand rules not as external coercion, but as part of a personal moral and spiritual commitment (Desmet et al., 2020). Instilling these values must be done in a developmentally appropriate manner, not too abstract. For example, linking the discipline of praying on time with the discipline of studying. Or linking cleanliness as part of faith with neatness in completing assignments. Teachers need to be creative in creating analogies that are easy for children to understand. A competency-strengthening model can train teachers to integrate Islamic values into daily disciplinary practices. This approach gives discipline a spiritual meaning, so that obedience stems from religious awareness, not simply fear of the teacher. The religious meaning deepens the awareness of discipline as part of worship.

All these components form a unified system for strengthening discipline. The model for strengthening teacher competency to build student discipline in MI consists of various interrelated components and must be implemented in an integrated manner. Training on proactive classroom management provides a foundation for problem prevention. Professional teacher training that improves classroom management skills and student behavior management has been shown to improve classroom effectiveness and student learning outcomes (Dacholfany et al., 2024). Assistance in positive reinforcement ensures teachers are skilled at reinforcing good behavior. Effective communication skills ensure reprimands are accepted without resistance. Understanding the function of behavior enables targeted interventions (Lubis & Pulungan, 2025). Structured reflection develops professional awareness. Learning communities provide a forum for sharing and support. Parental involvement creates consistency between home and school. The use of logical and natural consequences teaches responsibility. Building a positive classroom culture creates constructive social pressure. Teacher role models are an irreplaceable foundation. Consistent rule enforcement builds a sense of fairness. An individual approach to chronic cases demonstrates caring. Impact evaluation ensures effectiveness and continuous improvement. Strengthening spiritual values gives discipline a transcendental meaning. This comprehensive model will produce teachers who are not only capable of enforcing rules but also instilling the value of discipline as an internal character trait in students. Discipline built in this way

will be long-lasting and continue to develop as students mature. Ultimately, a strong learning discipline will create optimal conditions for achieving meaningful learning outcomes, where students not only acquire knowledge but also internalize values that make them lifelong learners. Internalized discipline will become a foundation of character that continues to grow throughout a student's learning life.

#### 4. CONCLUSION

The teacher competency strengthening model for building MI students' learning motivation consists of needs-based training, intensive mentoring, structured reflection, professional learning communities, technology utilization, principal involvement, and impact evaluation. Teachers need to master motivation-building strategies such as creating curiosity, providing appropriate challenges, positive reinforcement, relating material to life, creating a pleasant atmosphere, providing autonomy, and building positive relationships. Understanding the characteristics of MI students, creating a conducive learning environment, parental involvement, and developing teacher creativity are supporting factors. The teacher competency strengthening model for building MI students' learning discipline includes proactive classroom management training, positive reinforcement mentoring, effective communication skills, understanding the function of behavior, structured reflection, learning communities, parental involvement, the use of logical consequences, building a positive classroom culture, role modeling, consistency, an individual approach, impact evaluation, and strengthening spiritual values. These two models together build the foundation for teachers to create motivating and disciplined learning, which ultimately leads students to meaningful learning outcomes.

The findings of this study imply that teacher development programs in Islamic elementary schools (MI) should be designed as an integrated model encompassing training, mentoring, reflection, and learning communities, rather than simply isolated training without continuity. Teacher development institutions need to design long-term programs with intensive mentoring, not just short-term activities. Madrasah principals should play an active role as learning leaders who create a climate conducive to teacher development. Teachers should be encouraged to continuously reflect on their practices and share within the learning community. Partnerships with parents should be systematically built to create consistency between school and home. Spiritual values need to be integrated into the motivational and discipline approaches that are characteristic of MI. Program evaluations should focus on the impact on teacher practice and student learning outcomes, not just participant satisfaction.

Further research is recommended to develop and empirically test competency strengthening models through action research or experiments in Islamic elementary schools (MI). This research can measure the effectiveness of various model components and identify factors influencing successful implementation. Comparative research between public and private MI, or between urban and rural MI, is also needed to understand how contextual conditions influence the models. Madrasah administrators are recommended to design sustainable competency strengthening programs with intensive mentoring, rather than just one-time training. Programs should be based on an analysis of teachers' real needs and involve them in planning. Madrasah principals should foster a culture of learning among teachers through active professional learning communities. Teachers are encouraged to engage in structured reflection and share good practices. Partnerships with parents should be fostered through parenting programs that address ways to support children's motivation and discipline at home. Regular evaluations are necessary to ensure the program's impact on improving the quality of learning and student learning outcomes.

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