

Educational Supervision System In The Formation Of Student Discipline In Raudhatul Athfal

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ABSTRACT

This study aims to determine the educational supervision system in shaping student discipline in Raudhatul Athfal (RA). Supervision in education has an important role in improving the quality of education through evaluation and control of conditions to support the achievement of educational goals. This research examines how the supervision system is implemented in RA Al Fajr to support optimal character building and student discipline. The research method used in this research is descriptive qualitative with the type of case study research. While the data collection techniques use observation, interviews and documentation. The results of the research on the educational supervision system play an important role in shaping student discipline at RA Al Fajr because through good supervision, students can be directed and fostered to comply with applicable regulations. Not only that, supervision is also carried out on the curriculum that has been prepared. The conclusion that can be drawn from this research is that discipline is very important for personal development, starting from childhood. Teaching discipline involves creating a disciplined environment at home and school. Observations and interviews show the importance of discipline in students and teachers.

INTRODUCTION

Learning is a process that helps individuals change their behavior, including affective, cognitive, and psychomotor changes developed through creativity (Rahmat, 2021). One way to encourage children's participation in early childhood education (PAUD) is to maximize their abilities, potential, intelligence, and creativity (Lu, 2021). Children from an early age are trained to be disciplined, responsible, socially aware, creative and committed (Mulyadi, 2020). Early childhood education, especially at the age of 0 to 6 years, is an important foundation for their future lives (Nurul Zahriani, J.

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F., & Wahyuni, N. S., 2021). PAUD programs are expected to develop children's potential and interests, in line with the ideals of the 1945 Constitution to educate the nation's life (Neneng, N., Qomariyah, S., Rizki, N. J., & Erviana, R., 2024). RA (Raudhatul Athfal) as a level of PAUD aims to produce a nation's generation that is educated, Islamic, and able to face future challenges (Jannah, M. M., & Rasyid, H., 2023). Child-centered education in RA prioritizes learning based on students' needs, interests, and preferences, with a focus on character development (Meriza, I., 2018) (Ilhan Manzis, 2024). RA also provides educational stimulation for children's physical and spiritual development, prepares them to enter further education, and involves all educational channels to support children's physical, emotional, social, and intelligence growth and development (Wardhani, 2018).

Several studies related to fostering student discipline provide important insights (Rohman, 2018). emphasized that schools or madrasahs must instill a strong disciplinary attitude in students, because their achievements are greatly influenced by discipline. Teachers play an important role in setting an example and building students' discipline commitment, as well as working closely with parents (Ananda, R., Wijaya, C., & Siagian, 2022), showed that the madrasah head and teachers at RA An Najamissa'adah consistently use effective techniques in developing early childhood discipline attitudes with structured and collaborative approaches. (Nurjani, Dwi, Khadijah Khadijah, 2025) found that parents have a significant role in instilling discipline, through routines, rule application, modeling, and motivation. All of these studies highlight the importance of the role of educators, parents and supervisors in shaping student discipline from an early age, both in the school and home environment.

The purpose of this study is to analyze the role of educational supervision in the formation of student discipline in Raudhatul Athfal (RA), as well as evaluate the influence of curriculum evaluation, child development monitoring, and teacher training on learning quality. The study also aimed to assess the contribution of communication and coordination between principals, teachers, parents and supervisors in creating a learning environment that supports the achievement of educational goals in RA. In addition, the study wanted to identify challenges in the implementation of educational supervision in RA and provide recommendations to improve the effectiveness of supervision, so that it can support the formation of student discipline and improve the overall quality of education in RA.

Educational supervision in Raudhatul Athfal (RA) plays a very important role in the formation of student discipline. Effective supervision can ensure that the educational program in RA runs in accordance with the objectives, namely developing children's potential, creativity, intelligence, and discipline. In this context, supervision involves evaluating the curriculum, monitoring children's development, and providing guidance to teachers to improve the quality of learning. The argument underlying this

objective is that early childhood education, such as that practiced in RA, has a central role in shaping the foundations of character and discipline that will influence their future success. As an educational institution that focuses on the physical, emotional, and social development of children, RA must ensure that every aspect of education in it runs effectively, according to the needs and developmental stages of children. Systematic and targeted supervision not only controls the educational process, but also helps detect and overcome problems in learning, including in the formation of student discipline. Therefore, quality supervision can improve the quality of education in RA and support the achievement of broader educational goals, namely creating a generation that is educated, disciplined, and ready to face future challenges.

RESEARCH METHODS

This research uses a descriptive qualitative approach in order to explore the facts using data collection techniques in the form of observation, interviews, and documentation related to the research title (Sugiyono, 2018). So that the data from the technique becomes the basis for factual reinforcement to be analyzed in accordance with the actual situation. For data analysis using data condensation, data presentation and data verification. (Risnita, Muhajirin, 2024). In collecting data, researchers did so at RA Al-Fajr, West Bekasi District, Bekasi City. On August 27 in the 2024/2025 school year. The study population consisted of all 70 students enrolled in RA Al-Fajr in the 2024/2025 school year.

RESULTS AND DISCUSSION OF FINDINGS

In addition, an effective supervision system also includes preventive and corrective approaches. Teachers at RA Al Fajr, as the main supervisors, not only act as rule enforcers, but also as mentors who help students understand the importance of discipline. They give personal reprimands or guidance when students break the rules, so that students can learn from their mistakes. This kind of supervision gives students an understanding that discipline is not just an obligation, but an important part of responsibility and ethics that they will carry in their daily lives. In this case the researcher interviewed Mrs. Nina who is the Principal at RA Al-Fajr. In the interview Mrs. Nina said that “The discipline of students and female students begins through activities at school such as habituation, in the habituation is filled with activities to read short prayers and memorize them, also filled with teaching and learning activities and sports activities. On the other hand, a good supervision system at RA Al Fajr also pays attention to the aspect of positive reinforcement, where students who behave disciplined get appreciation or rewards. This encourages students to continue to comply with existing rules and norms. This appreciation is not always in the form of material, but can be in the form of recognition from teachers or schools that will foster intrinsic motivation in students to continue to be disciplined. Thus, the educational

supervision system functions as an effective behavioral learning instrument, embedding discipline deeply in students' characters.

Interviews with parents and teachers provide a first-hand view of the implementation of discipline in children.

Parents:

“I started teaching discipline to my child from a young age, such as getting him used to cleaning up his own toys and finishing his homework before playing. As a result, he is now more organized in managing his time.”

School Teacher:

“Discipline at school is very important. Children who are organized in following their study schedule are usually more focused and have good academic performance.”

Table 1, This table can be used as an analytical framework to explore aspects of qualitative research on the education supervision system:

Discipline Aspect	At Home	At School (RA)	Relationship to Research
Rules and Regulations	Parents make daily rules, such as study time, bedtime, and homework assignments	The teacher sets rules in the classroom, such as orderly sitting, queuing, and completing tasks	This study examines how the supervision system at home and school plays a role in shaping the discipline of RA students, especially in the consistency of the application of rules.
Surveillance Methods	Parents monitor children's behavior directly or indirectly	The teacher supervises students' learning activities and social interactions	The focus of the research lies on the role of supervision carried out by parents and teachers as part of the education system in RA.
Application of Consequences	Child is given consequences (positive or negative) for compliance or violation	The teacher gives praise or light punishment according to the offense	The research highlights the role of consequences in supervision as a way to effectively shape student discipline.

Character Reinforcement	Parents teach values of responsibility and independence	Teachers instill moral values through learning and playing activities	The research analyzed the synergy between character strengthening at home and at school to create sustainable discipline.
Communication	Discussion between parents and children about daily behavior	The teacher conducts a dialog with the student or parent regarding the child's development	This research emphasizes the importance of communication as part of the education supervision system to identify and address discipline problems.

In this case, the educational supervision system plays an important role in shaping student discipline at RA Al Fajr because through good supervision, students can be directed and coached to comply with applicable rules. Educational supervision that is consistently applied by educators can shape student behavior through a sustainable approach. For example, teachers at RA Al Fajr not only provide supervision when students conduct teaching-learning activities in the classroom, but also when they interact in the school environment. Thus, students are supervised thoroughly so that disciplinary behavior can be formed in every aspect of their activities at school.

In addition, an effective supervision system also includes preventive and corrective approaches. Teachers at RA Al Fajr, as the main supervisors, not only act as rule enforcers, but also as mentors who help students understand the importance of discipline. They give personal reprimands or guidance when students break the rules, so that students can learn from their mistakes. This kind of supervision gives students an understanding that discipline is not just an obligation, but an important part of responsibility and ethics that they will carry with them in their daily live

Figure 1, Analysis of Supervision and Discipline System



In addition to students who learn about discipline, of course, the teachers must also have implemented these disciplinary habits first. One of these disciplines is in the form of supervision. The supervisions in question are about financial supervision, supervision of school facilities, and supervision of teachers in the school. Regarding financial supervision, the teacher has a separate report on finances, Mrs. Nina said that in this financial supervision, how much money was received and what was spent on, the financial report was made clearly and in detail as evidence for the report to the center. Mrs. Nina said that “Training programs for teachers are also carried out. This is usually done once a year supervised and in collaboration with IGRA (Raudhatul Athfal Teachers Association) in coordination with the general with other RA teachers filled with evaluation and training so that RA teachers are able to know what their duties and homework are in order to find out what are the shortcomings in their teaching methods and the creation of good quality teachers so that they can make the school name good too “. In this case the teachers get their own tasks and challenges, in order to improve the quality of the school.

Figure 2, Activity Documentation



Discipline is a form of attitude that reflects ourselves through actions or behavior. Discipline begins to be applied to someone from childhood (Bevilacqua et al., 2021; Wan et al., 2021). In order to form a disciplined child, of course we need to teach how to be able to become a disciplined person. One way that can be done so that children are able to learn discipline is through their environment, both the home environment and the school environment. discipline not only equips children with the skills to achieve academic success, but also prepares them to become responsible,

independent, and moral individuals in social life ([Anderson et al., 2022](#); [Feriver et al., 2022](#)). Therefore, it is important for parents and teachers to consistently instill the values of discipline from an early age, discipline teaches the importance of patience, perseverance, and determination in achieving goals. Discipline not only helps children become more organized and directed in their daily lives, but also forms a strong moral and ethical foundation to become successful and integrity individuals in the future ([Hero, H., 2021](#)).

According to ([M.Fadillah, 2013](#)), defines discipline more specifically, namely discipline includes teaching guidance or encouragement carried out by adults with the aim of helping children learn to live as social beings and to achieve their optimal growth and development. According to Hurlock, discipline is the behavior of someone who learns themselves or voluntarily follows a leader, parents and teachers are leaders, while children are students who learn from adults about life towards a useful and happy life in the future ([Ananda et al., 2022](#)). Discipline is one of the fundamental values that is very important for children's development, both in the home and school environment ([Taib, B., Ummah, D. M., & Bun, Y., 2020](#)). At home, discipline helps children learn about responsibility, adherence to rules, and the ability to organize time and daily activities ([Coghlan et al., 2021](#)). When children are taught to be disciplined, they learn to value time, respect others, and understand the importance of consistency in actions ([Birhan et al., 2021](#)).

It also creates a harmonious home environment, where each family member has clear roles and responsibilities *gurunya* ([Haleem et al., 2022](#); [Lo, 2023](#); [Hoque et al., 2020](#); [Loose & Ryan, 2020](#)). At school, discipline plays a crucial role in creating a conducive learning atmosphere. Disciplined children tend to be more focused, orderly and ready to receive lessons, which in turn can improve their academic performance ([Badawi, 2024](#); [Golann & Torres, 2020](#)). In addition, discipline at school teaches children about cooperation, respect for teachers and peers, and the rules of society. Discipline also helps shape children's character to be stronger and more resilient in facing life's challenges ([Chen et al., 2021](#); [Nasajpour et al., 2020](#)).

Then, in addition, supervision is also carried out by RA Al Fajr on the curriculum that has been prepared. Whether the learning carried out is in accordance with the curriculum or not, if there are irregularities in this matter, it will be an evaluation material for teachers and schools. The evaluation activity is usually held once a week, to evaluate the activities of the past week and prepare for the activities of the week ahead. Moreover, the issue of learning programs is also one of the discussions in the evaluation as well as how to improve the quality of teacher resources at RA Al Fajr using several supervision methods and strategies aimed at improving student discipline, one of which is direct supervision. In this strategy, teachers or educators are physically present in various student activities, both in the classroom and outside the classroom. The presence of teachers who are always close to students helps minimize actions that

are not in accordance with the rules and fosters a sense of responsibility. Teachers not only monitor students during learning, but also when they are resting or playing. With direct supervision, students feel supervised and tend to follow the rules set by the school.

Figure 3, Viewing the learning process



The second method often used is supervision based on clear rules and procedures (Fischer et al., 2021). At RA Al Fajr, disciplinary rules are clearly communicated from the beginning to students and parents. Every student knows the boundaries of acceptable behavior and the consequences of breaking the rules (Fleming, 2020; V. R. Lee et al., 2024). Educators also consistently enforce these rules without favoritism, so that students understand that discipline is something that must be obeyed by everyone. Strict but fair enforcement of rules encourages students to comply, as they know that consequences will be applied consistently (Berkowitz et al., 2022; Varet et al., 2021). In addition, supervision by example is an important strategy at RA Al Fajr. Teachers and school staff not only supervise students, but also model disciplinary behavior (Huda, A. K., Montessori, M., Miaz, Y., & Rifma, R., 2021). By being role models in terms of punctuality, manner of speaking, and attitude towards rules, teachers show students how discipline is applied in daily life. This example has a strong influence on the formation of student discipline, because children tend to imitate the behavior they see from the adults around them (Berkowitz et al., 2022; Varet et al., 2021).

By being a role model in terms of punctuality (Aksoy, 2020; McMahan et al., 2020), manner of speaking, and attitude towards rules, teachers show students how discipline is applied in daily life (Kanthavel et al., 2022). This role modeling has a strong

influence on the formation of student discipline, because children tend to imitate the behavior they see from the adults around them (Benoit et al., 2022; Over, 2020). An open communication-based approach is also one of the supervision strategies used at RA Al Fajr. Teachers regularly dialogue with students about the importance of discipline and provide opportunities for students to share their views on the rules implemented. This communication helps to create a more democratic atmosphere, where students feel valued and listened to. In addition, this approach also allows teachers to understand the reasons behind students' behavior that may violate the rules, so that they can provide more appropriate and corrective guidance. Lastly, the use of rewards and recognition as a supervision strategy is also implemented at Ra Al Fajr. Teachers give appreciation to students who demonstrate disciplinary behavior consistently, either in the form of verbal praise, symbolic rewards, or verbal recognition in front of their peers. This strategy motivates students to continue to maintain a disciplined attitude because they feel valued and recognized by the surrounding environment (Almairi et al., 2021). This reward reinforces positive behavior and encourages other students to imitate the disciplined attitude. The combination of all these methods and strategies ensures that discipline formation at RA Al Fajr is done holistically and thoroughly.

In the implementation of the educational supervision system at RA Al Fajr for the formation of student discipline, one of the main obstacles that is often faced is the difference in character and background of students. Students come from families with different values, norms, and levels of discipline. Some students may already have a strong understanding of discipline from home, while others lack the supervision or inculcation of disciplinary values from parents. This difference creates challenges for educators, because the supervision methods applied must be tailored to the individual needs of students (Pak et al., 2020). Teachers must be able to recognize the character of each student and find the best way to discipline them without treating all students with the same approach (Susanto, S., 2023; Rapanta, 2021).

Another barrier is the lack of parental involvement in supporting discipline formation efforts at school (Henderson et al., 2020). In some cases, parents tend to leave the responsibility of discipline formation entirely to the school, even though supervision at home is very important to support what is taught at school (Dietrich et al., 2021). When parents are inconsistent in implementing discipline at home or lack collaboration with schools, students may not understand the overall importance of discipline. This makes school supervision less effective, as what is taught at school is

not reinforced at home. This challenge requires schools to be more active in communication and collaboration with parents. Another challenge is the lack of adequate resources and teaching staff to conduct optimal supervision. In an educational institution like RA Al Fajr, the limited number of teachers or support staff can affect the effectiveness of supervision. With a large number of students and a variety of activities to supervise, teachers may not be able to give enough attention to each individual student (Giangreco, 2021). This situation could cause some students to be overlooked in the supervision process, potentially causing them to break the rules without being detected (Nimar, N., 2024). In addition, the use of technology in supervision is also a challenge. While technology can be helpful in supervision, such as the use of CCTV or digital attendance management systems, at RA ALFAJR its application may still be limited. Not all teachers or staff have the skills to utilize technology effectively, and there may also be limited infrastructure in the school. These barriers reduce the potential of technology as a tool in monitoring student behavior more efficiently and deeply. Schools need to consider investing in technology that supports supervision as well as training teachers in the optimal use of these tools.

Finally, students' psychological and emotional challenges also play an important role in supervision barriers (O'Farrell et al., 2023; Yazdani et al., 2023). Some students may have difficulties in managing their emotions or face personal problems that affect their behavior at school. Stress, family problems (Kim, 2020; Rapanta et al., 2020), or peer pressure can trigger undisciplined behavior, and this is difficult to detect with routine supervision alone (Rohayani, F., 2020). Teachers need to be sensitive to students' psychological conditions and be able to provide a more personalized approach when needed (Lee & Fanguy, 2022). In this case, the challenge is how educators can integrate psychological approaches with the existing supervision system to be more effective in shaping student discipline.

One of the results of the evaluation is related to the school's flagship program, in this case the flagship program that is currently underway is the entrepreneurship program. The program aims for children to be able to make a product and the product can be traded. In this case, cooperation between teachers, students and parents is very important.

CONCLUSIONS

The conclusion that can be drawn from this research is that discipline is very important for personal development, starting from childhood. Teaching discipline involves creating a disciplined environment at home and school. Observations and interviews show the importance of discipline in students and teachers. Evaluation and

improvement are key components in maintaining discipline and improving the quality of education

the importance of educational supervision in forming student discipline in early childhood education, especially in Raudhatul Athfal (RA). This research provides new insight into the role of supervision which does not only focus on curriculum supervision, but also on monitoring child development, teacher training, and communication between school principals, teachers, parents, and supervisors. The descriptive qualitative method used allows for in-depth information to be extracted through observation, interviews and documentation, thereby enriching understanding regarding the variables that influence student discipline. The research questions asked help identify challenges and provide concrete recommendations in improving the effectiveness of supervision to achieve better educational goals.

The limitation of this research lies in its limited focus on one Raudhatul Athfal (RA) educational institution in a particular location, so the results may not be generalizable to other RAs in different areas. In addition, this research has not taken into account the factors of gender, age, or variations in the background of students and parents which can influence the formation of discipline. The descriptive qualitative method used is also limited to interviews and observations, so further research using a survey approach is needed to obtain a more comprehensive picture. It is hoped that further research can produce more targeted and inclusive policies.

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