

Teachers' Role in Shaping Student Discipline in the Digital Era: A Case Study of SD 105438 Paya Lembang

Sukma Putri Aulia¹, Ismail²

^{1,2}Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

Article Info

Article history:

Received 2025-06-30

Revised 2025-08-06

Accepted 2025-08-10

Keywords:

Character Education

Digital Transformation

Discipline

Elementary School Teacher

ABSTRACT

This research aims to investigate the role of elementary school teachers in instilling discipline in students amid the digital transformation occurring at SD 105438 Paya Lembang. Using a qualitative approach and case study method, data were collected through field observation, in-depth interviews with teachers and the school principal, as well as documentation of learning activities. The results show that teachers not only play a role as facilitators in the digital learning process but also as moral guides who instill values of discipline through an adaptive approach to technological developments. The use of digital tools such as learning applications, visual media, and communication platforms serves as a strategic means to build orderly and responsible learning routines. Nevertheless, this research also reveals various challenges faced, such as the limited digital literacy among teachers and students, as well as the lack of adequate technological infrastructure. Therefore, stronger collaboration is needed between schools, parents, and the community in creating a conducive, inclusive learning environment that is character-focused in the digital era.

This is an open-access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Sukma Putri Aulia

Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

Email: sukma0309213077@uinsu.ac.id, ismailmarzuki@uinsu.ac.id

1. INTRODUCTION

The development of digital technology has brought a major transformation in the world of education, particularly in teaching and learning methods [1]. In this era, teachers are not only expected to convey material but are also required to become facilitators, moral guides, and supervisors of students' behavior in an increasingly complex digital ecosystem [2]. This transformation presents a unique challenge in shaping students' character, especially in instilling the value of discipline.

Discipline is one of the main pillars in the success of character education. Without discipline, the learning process cannot take place optimally [3]. However, in the context of digital learning, students' discipline is often tested by the freedom of access to information

and the potential distractions from technological devices [4]. Therefore, the role of teachers becomes very important in directing, supervising, and shaping students' discipline, both in the utilization of technology and in the learning process in general. Elementary School (SD) 105438 Paya Lembang, as a basic education institution in a rural area, has started to integrate a digital approach into the teaching and learning process. However, the challenges in shaping students' discipline remain significant, especially considering the limitations of infrastructure, low digital literacy, and the unique socio-cultural conditions. Teachers at this school are required not only to master digital tools but also to be able to convey the values of discipline contextually and adaptively according to the characteristics of the local environment.

Research on the role of teachers in shaping student character, particularly the value of discipline, has become an important focus in various educational studies. Previous studies have emphasized conventional approaches to discipline formation, such as the use of reward and punishment systems, classroom control, or positive behavior reinforcement [5]. In the context of character education, discipline is also widely studied as part of the formal curriculum taught through direct learning, without explicitly linking it to the development of digital technology that is now increasingly integrated into the world of education [6].

On the other hand, research on digital transformation in education has been more focused on technical and instrumental aspects, such as the use of Learning Management Systems (LMS), the utilization of learning applications, the enhancement of digital literacy among teachers and students, as well as the effectiveness of online methods in improving learning outcomes [7]. Unfortunately, these studies have insufficiently highlighted how aspects of character formation, particularly discipline, are transformed and managed in an increasingly complex digital environment.

Existing research tends to separate these two important domains of character and digitalization without integrating them in depth. Furthermore, there has been little research that specifically explores how teachers in primary schools in rural areas with limited technological infrastructure strive to foster student discipline in an adaptive and contextual digital context. Previous studies have mostly been conducted in urban areas or schools that are already technologically established, and thus do not reflect the reality on the ground faced by schools in underdeveloped or remote areas.

Based on this gap, this research presents novelty in two main areas, namely the integration of character education (discipline) and a digital approach within the context of primary education. This study not only views discipline as a moral or behavioral aspect but also as the ability to self-regulate the wise use of technology in the school environment. The specific and rarely touched research context is in rural primary schools (SD 105438 Paya Lembang) that are adapting to digital transformation but facing challenges in infrastructure, digital literacy, and resource limitations.

Thus, this research is expected to provide theoretical contributions in expanding the understanding of the role of teachers as digital character educators, as well as practical contributions in the form of concrete strategies that can be implemented in elementary schools with similar conditions. The findings of this study can also serve as a foundation for

policy development and teacher training in managing student discipline in the digital era, especially in educational environments that are not yet fully digital-ready.

2. METHOD

This research uses a qualitative approach with a case study method, aimed at gaining an in-depth understanding of the role of teachers in shaping student discipline in the digital era, particularly in the context of SD Negeri 105438 Paya Lombang. This school is an elementary school located in a semi-urban area with limited technological infrastructure. This approach was chosen because it is considered the most appropriate for examining complex and contextual social and educational phenomena, where the interaction between various social, cultural, and technological factors greatly influences the dynamics of character formation in students [8]. The case study method allows researchers to explore in depth the processes, behaviors, and experiences of education practitioners holistically, rather than simply measuring outcomes quantitatively.

The sampling technique was conducted through purposive sampling, which involves the deliberate selection of informants based on criteria relevant to the research objectives. The main informants consist of five classroom teachers, the school principal, three parents of students, and three upper-grade students (grades IV to VI) who are considered capable of providing in-depth information regarding the practices and challenges of instilling discipline amidst the process of digital learning.

Data collection was carried out over a period of three months, from March to May 2025. The data collection technique combined three main methods, namely observation, in-depth interviews, and documentation. Observations were conducted directly in the school environment, including face-to-face and digital-based learning, focusing on the interaction patterns between teachers and students, the forms of discipline reinforcement used, and how digital media is utilized in the learning process. Semi-structured interviews were conducted with key informants to explore their perceptions regarding student discipline, the strategies implemented by teachers, and the forms of collaboration that occur between the school and parents. In addition, documentation was collected from various sources, such as student attendance books, school regulations, online assignment results, as well as archives of communication between teachers and parents through applications like WhatsApp. This documentary data is used to strengthen and confirm findings from observations and interviews.

Dalam paradigma kualitatif, peneliti berperan sebagai instrumen utama penelitian [9]. Therefore, the sensitivity and direct involvement of researchers greatly influence the capturing of implicit meanings in ongoing educational practices. To maintain the validity of the data, this research employs validation techniques such as member checking (verifying findings with informants), peer debriefing (discussions with colleagues to test the reliability of interpretations), and triangulation of methods and data sources to enhance the credibility and reliability of the findings.

The data analysis process is carried out inductively and interactively, through three main stages: data reduction (filtering and simplifying important information), data presentation (organizing information in the form of narratives and themes), and drawing

conclusions that are reflective and open [10]. Through this process, this research not only describes the practices carried out by teachers in instilling discipline in students, but also reconstructs the values, challenges, and contextual strategies applied in character formation at elementary schools that are not yet fully supported by technological facilities.

With this approach, this research contributes to filling the gap in studies on the practice of student discipline formation in the digital era, especially in the context of elementary schools in limited areas. The findings of this study are expected to serve as a consideration for education policymakers and teacher training organizers in designing inclusive, adaptive, and contextual technology-based character development strategies.

3. RESULTS AND DISCUSSION

3.1. Results

3.1.3. Level of Student Discipline in the Learning Process in the Digital Era

Based on observations conducted at SD Negeri 105438 Paya Lembang, it was found that the level of student discipline in the learning process in the digital era falls into the “fairly good” category. The majority of students arrive on time, participate in lessons in an orderly manner, and comply with school rules, both during face-to-face activities and when using digital devices. However, several challenges were identified, such as students’ lack of self-control when using gadgets at home, limited parental supervision, and unequal access to technology among some students. As a result, some students are often late in submitting assignments or have difficulty staying focused during online learning. Teachers play an active role in fostering discipline, both through direct supervision and by implementing rules on the use of technology. Nevertheless, closer collaboration between teachers and parents is still needed to improve overall student discipline in the context of digital learning.

To support the observation results regarding the level of student discipline at SD Negeri 105438 Paya Lembang, the researcher conducted interviews with five informants with different perspectives: the school principal, the grade IV teacher, the grade VI teacher, one parent, and one grade V student. These five informants provided complementary information regarding the dynamics of student discipline in the context of digital-era learning.

Informant 1: (Principal)

"I assess that the level of student discipline is in the fairly good category. Most of them arrive on time, follow the lessons orderly, and adhere to the school rules. However, there are indeed challenges, especially during online learning. Teachers find it difficult to monitor students' activities outside of class hours. Therefore, I believe that the role of teachers remains very important in instilling discipline, but cooperation with parents is equally crucial."

Informant 2: Mrs. N (Fourth Grade Teacher)

"These fourth-grade students still need a lot of guidance. Many of them are not able to manage their time properly, so they often submit their assignments late. I think this is because they are still imitating and do not understand the importance of a learning structure."

The role of parents becomes very important to accompany them, as children at this age are very easily distracted."

Informant 3: Mr. S (Class VI Teacher)

Most of the sixth-grade students already understand the importance of discipline. They can arrive on time and complete assignments on schedule. However, there are still temptations from gadgets, such as opening entertainment apps during online lessons. I think schools should provide clear guidelines on technology usage. And parents need to be actively involved as well so that the use of gadgets is balanced between entertainment and learning.

Informant 4: Mother R (Parent of the Student)

"To be honest, I have difficulty monitoring my child continuously. I myself do not understand technology very well, and my job takes up a lot of my time. But I am very helped by the WhatsApp group from the teacher. From there, I can know my child's progress and still stay involved even if I can't always accompany him directly."

Informant 5: A (Fifth Grade Student)

"In my opinion, online learning is nice because it's more relaxed. But sometimes I am tempted to play games or watch videos. But when my teacher or my mom reminds me, I remember to do my assignments. So I try to stay responsible so I don't get scolded."

Overall, the interview results reinforce earlier observations that the level of student discipline at SD Negeri 105438 Paya Lembang is fairly good. However, challenges in monitoring and student self-control in the digital era remain a concern. Therefore, synergy between teachers, schools, and parents is necessary to instill discipline values that are adaptive to technological developments. Character building through a collaborative and consistent approach is the key to fostering sustainable discipline amid changes in the learning system. The researcher summarizes these findings in the table below.

Table 1. Research Findings on Student Discipline in the Digital Era

Research Aspect	Brief Description
Level of Discipline	Student discipline falls into the "fairly good" category; most students arrive on time, participate in learning in an orderly manner, and comply with school rules.
Teacher's Role	Teachers actively foster discipline through direct supervision, structured assignments, and classroom technology-use regulations.
Parents' Role	Parents face difficulties in accompanying children during online learning due to limited technological understanding and work commitments, although they are supported by communication with teachers.
Main Challenges	Lack of student self-control when using gadgets at home, distractions from entertainment content, and limited access to technology in some families.
Student Responses	Students enjoy the flexibility of online learning but are often distracted by games and videos; they recognize the importance of discipline through guidance from teachers and parents.
Learning Environment	Discipline is better maintained at school due to structure and direct supervision; it declines when students learn from home.
Implications	Closer collaboration between teachers and parents is needed to develop discipline that is adaptive to technology and consistent across both learning environments.

This table summarizes the key findings that represent the dynamics of student discipline in the digital era, emphasizing the importance of synergy between the school and home environments in supporting students' disciplined behavior on a sustained basis.

3.1.2. The Role of Teachers in the Digital Era in Shaping Student Discipline

Based on observations conducted at SD Negeri 105438 Paya Lembang, it was found that teachers play a central role in shaping student discipline in the digital era. Teachers are not only responsible for delivering instruction but also act as guides, supervisors, and motivators in the technology-assisted learning process. The use of digital media such as instructional videos, online quizzes, and online assignment platforms encourages students to be more active and responsible. Teachers also consistently enforce the wise use of technology and reinforce disciplined behaviors such as punctual attendance, completing assignments on time, and maintaining focus during online learning.

However, teachers face challenges in fostering discipline outside the school environment, particularly when learning takes place at home, due to limited direct supervision and insufficient parental support. These observations indicate that the role of teachers in the digital era is highly significant in instilling discipline values, but it needs to be strengthened through synergy between teachers, parents, and a supportive learning environment.

To support the observation results regarding the role of teachers in shaping student discipline in the digital era, the researcher conducted interviews with five informants offering different perspectives: the school principal, the Grade IV teacher, the Grade VI teacher, one parent, and one Grade V student. These informants provided complementary insights regarding teacher contributions and the challenges faced in fostering discipline in technology-based learning.

Informant 1: (Principal)

"Teachers are the key to instilling discipline, especially during online learning. They not only teach but also manage how students use technology wisely and responsibly,"

Informant 2: Mrs. N (Class IV Teacher)

"I always emphasize the importance of punctual attendance, completing assignments on schedule, and not opening other apps during online classes. But when they are at home, supervision becomes limited."

Informant 3: Mr. S (Class VI Teacher)

"We set clear rules at the beginning of the lesson, for example, when devices can be used and for what purpose. We also give consequences if students do not comply."

Informant 4: Mother R (Parent of the Student)

"I know the teachers are trying their best, but sometimes I can't always accompany my child during home learning because of work. Plus, I'm not very tech-savvy, so it's hard to monitor what my child opens on their phone."

Informant 5: A (Fifth Grade Student)

"In online classes, my teacher always tells us not to open YouTube or play games. I get scared to break the rules because the teacher will scold me. But at home, sometimes I find it hard to focus." He admitted that guidance from his teacher has made him more aware

of the importance of completing assignments on time, even though he still experiences distractions from entertainment apps.

Overall, these interviews reinforce the observation findings that teachers play a strategic role in fostering student discipline in the digital era. Teachers are not only knowledge transmitters but also guides and shapers of student discipline through effective digital media management. However, challenges persist, especially when learning takes place at home due to limited teacher control and low parental involvement. Therefore, ongoing synergy between teachers, parents, and the learning environment is essential to maintaining student discipline consistently, both in face-to-face and online learning. The research findings are summarized in the table below.

3.1.3. Challenges in Shaping Student Discipline in the Digital Era

Observations conducted at SD Negeri 105438 Paya Lembang indicate that teachers face several significant challenges in instilling student discipline in the digital era. One of the main obstacles is the limited ability of teachers to control students' activities outside the classroom, especially during online learning. Many students experience distractions when using digital devices, such as playing games or accessing social media, which disrupts their focus and adherence to study schedules. In addition, students' low digital literacy and lack of parental support present further challenges. Some parents are unable to play an active role in supervising and guiding the use of technology at home. Furthermore, limitations in technological infrastructure at both school and home hinder the implementation of disciplined and effective digital learning. These findings suggest that fostering discipline in the digital era requires synergy between teachers, parents, and adequate supporting facilities so that the values of discipline can be consistently instilled in students.

To support the observation results regarding the challenges teachers face in fostering student discipline in the digital era, the researcher conducted interviews with five informants offering different perspectives: the school principal, the Grade IV teacher, the Grade VI teacher, one parent, and one Grade V student. These informants provided complementary information about the obstacles encountered in fostering digital discipline, as well as the importance of collaboration among various stakeholders in the process.

Informant 1: (Principal)

"Instilling discipline in students now is much more complex because it does not only depend on the school environment, but also on external factors such as the family environment and technological developments. Teachers face significant challenges. Digital learning does provide convenience, but it also opens up great opportunities for distractions. Teachers cannot fully monitor students, especially when they are studying from home. We have tried to provide guidelines and training to students regarding responsible technology use, but without active parental involvement, all of that becomes less optimal."

Informant 2: Mrs. N (Fourth Grade Teacher)

"Children are often distracted by gadgets. Sometimes they even play games or open social media during online lessons. I have often reminded them to stay focused, but once they are at home, I cannot monitor them directly. Low digital literacy is also a barrier. Many students still cannot distinguish when to use technology for learning and when for

entertainment. I hope there will be simple digital literacy training, not just for students, but also for parents."

Informant 3: Mr. S (Class VI Teacher)

"We have set rules from the beginning, for example, the prohibition of opening other applications during Zoom. But in reality, many still violate this while at home. This is where the role of parents is very much needed to help supervise. In addition, the limitations of infrastructure also pose a challenge. Unstable internet connections often disrupt the learning process and affect students' discipline."

Informant 4: Mother R (Parent of the Student)

"I work from morning until evening, so I can't always accompany my child. Sometimes I also don't understand the applications being used, so it's hard to know if my child is really learning or just playing. But I really appreciate the role of teachers who always provide updates and reminders through the school WhatsApp group. That really helps me stay involved."

Informant 5: A (Fifth Grade Student)

During Zoom lessons, my teacher often says not to open YouTube or play games. I'm afraid of being caught, so I usually obey. But sometimes, if the assignment is difficult, I get distracted too. I know the assignment is important and needs to be completed on time, but without a teacher monitoring directly, it's also hard to stay focused.

Table 3. Challenges Faced by Teachers in Shaping Student Discipline in the Digital Era

Aspect of Findings		Brief Description
Limited Supervision	Teacher	Teachers cannot directly monitor student behavior when learning from home. Distractions from games and social media often disrupt students' focus during online learning.
Low Literacy	Student Digital	Students are not yet able to distinguish between using technology for learning and for entertainment, making them easily distracted when using digital devices.
Lack of Involvement	Parental	Some parents are unable to optimally assist their children due to work commitments and limited understanding of technology.
Limited Infrastructure	Technological	Unstable internet connections and insufficient digital devices, both at home and at school, hinder the implementation of disciplined and effective online learning.
Principal's Perspective		Acknowledges that digital learning creates a high potential for distractions. The school strives to provide technology guidelines but still requires active parental involvement.
Teachers' Perspective		Teachers struggle to control students remotely and hope for digital literacy training for both students and parents.
Parents' Perspective		Parents recognize the teacher's role but feel limited in accompanying their children due to time constraints and technological limitations.
Students' Response		Students understand the importance of discipline but still struggle with distractions when learning from home without direct teacher supervision.
Implications		Intensive collaboration between teachers, parents, and technology providers is required to foster comprehensive and sustainable student discipline.

Overall, the interview results reinforce the observation findings that the main obstacles to instilling student discipline in the digital era include the lack of teacher control over student behavior outside the classroom, low digital literacy, and insufficient parental support and

supervision. These issues are further exacerbated by limitations in technological infrastructure, both at school and at home. Therefore, stronger collaboration between teachers, parents, and school policy support is essential for ensuring that digital learning takes place in an orderly and conducive manner, and that the values of discipline are consistently instilled in students.

This table systematically summarizes the various challenges faced in fostering student discipline in the digital era, while emphasizing the importance of collaboration among educational stakeholders in creating a conducive learning environment. If required, the table can also be prepared in Word or Excel format for further use.

3.2. Discussion

3.2.1. Student Discipline Level in Elementary School Learning Processes in the Digital Era

The findings of this study indicate that the level of student discipline in the learning process during the digital era falls within the “fairly good” category; however, challenges remain in its implementation, particularly outside the school environment. These findings are consistent with the research conducted by [insert author name and year], which also highlights that while students are generally able to demonstrate disciplined behavior in structured school settings, maintaining the same level of discipline at home especially during online learning proves more challenging due to reduced supervision, increased distractions, and varying levels of parental involvement [11], Sure! Here’s the English translation of that sentence:

"This indicates that the implementation of digital learning can indeed enhance students' motivation and engagement, but it still depends on adequate supervision from teachers and parents to maintain disciplined learning behavior."

The role of teachers as guides and controllers of discipline in schools is very prominent in this research. This is consistent with the findings in the study by Ningsih & Pratama, which emphasizes that the presence of teachers as facilitators and managers of digital learning is crucial in maintaining student discipline [12]. Teachers not only play a role in managing the workflow of learning activities but also serve as figures who shape students' sense of responsibility towards the wise use of technology.

On the other hand, the weak supervision of parents during home learning has also been found to be a factor influencing student discipline. This is in line with the research conducted by Mawar & Wijaya, which found that most parents still have difficulties in accompanying their children in online learning due to limited digital literacy [13]. As a result, students become more free to use digital devices without adequate control, potentially becoming distracted by entertainment content that is not relevant to learning.

The findings regarding the limitations of technology access are also supported by research Lestari & Ramadhani, which states that the digital divide still hampers the creation of a fair and disciplined learning ecosystem [14]. Students from lower-middle economic backgrounds tend to face limitations in optimally participating in online learning due to not having adequate devices or stable internet connections. Interestingly, from interviews with students, it was found that digital learning media such as videos and online quizzes serve as factors that increase their interest and engagement. This is supported by studies from Kartika

& Dewi, which shows that interactive technology-based learning can increase students' interest in the subject matter, as long as its use is well-directed [15].

Based on the integration of field findings and scientific literature, it can be emphasized that the formation of student discipline in the digital era is a joint responsibility between teachers, parents, and the students themselves. Discipline is not just a matter of compliance with rules, but also the ability to manage time, use technology productively, and take responsibility for learning tasks. Therefore, collaboration between schools and families must be continuously strengthened through intensive communication, digital literacy training for parents, and enjoyable and structured learning approaches in schools.

3.2.2. The Role of Teachers in the Digital Era in Shaping the Discipline of Students in Elementary School

The results of the research conducted at SD Negeri 105438 Paya Lombang indicate that teachers play a central role in shaping students' discipline in the digital era. This finding is in line with the opinion of Junaidi which states that teachers are not only facilitators of learning, but also play a role as role models and character builders, including discipline, through an adaptive pedagogical approach to the changing times [16]. In the digital context, this approach is reinforced by the use of educational technology.

The use of digital media such as learning videos, online quizzes, and online assignment platforms has been proven to enhance student engagement and responsibility. Research by Indrawati & Putranto emphasizes that digital technology in learning can enhance students' motivation and independence, as well as encourage regularity in following the learning activities [17]. This is evident in the results of interviews with teachers and students who stated that digital media makes students more interested and trained to complete tasks on time.

However, the challenge in fostering discipline arises especially when learning is conducted from home. Teachers cannot fully supervise students' activities directly, and the role of parents becomes important. This finding is supported by studies from Hidayat & Suryati, which states that in online learning, collaboration between teachers and parents is the key to maintaining discipline and control over children's learning [18]. Parents should serve as companions, not just providers of facilities. Furthermore, interviews with students' parents indicate that many of them struggle to control their children's use of gadgets at home. This is in line with research findings by Gunawan, which found that the low digital literacy of parents affects the weak supervision and character development of discipline in children when using technology devices [19].

From the students' perspective, discipline is formed when teachers provide clear and engaging instructions, which demonstrates the important role of teachers in creating communicative and meaningful learning. This is reinforced by Fitria, Noviati, & Sari, which emphasizes that teachers in the digital era must be able to build a learning interaction that is not only informative but also inspiring and encourages students to take responsibility for their own learning process [20]. Overall, the results of this study reinforce the view that teachers play a strategic role as agents of shaping student discipline amid technological

development. However, synergy between teachers, parents, and the environment is crucial to instill sustainable values of discipline, both in face-to-face and online learning.

3.2.3. The Obstacles Faced by Teachers in Shaping Student Discipline in the Digital Era

The results of observations and interviews at SD Negeri 105438 Paya Lembang show that teachers face various obstacles in instilling discipline in students in the digital era. The main obstacles identified include the lack of direct supervision during online learning, the low digital literacy of parents, distractions from the use of digital devices by students, and limited technological infrastructure both at school and at home. These issues directly impact the decline in students' focus, motivation, and compliance with learning rules.

This finding is consistent with the research. Elia which highlights that the biggest challenge in digital learning is the inability of teachers to control student behavior in real-time [21]. Teachers can only provide instructions and assignments, but do not have enough capacity to ensure that students truly follow the instructions with discipline. A similar point was also raised by Dewi & Putra, which states that the implementation of positive discipline in a digital environment requires an adaptive approach, based on positive relationships between teachers and students, as well as interactive technological support [22].

In addition, parental involvement is an important aspect in shaping children's discipline during online learning. However, interview results show that the majority of parents face difficulties in assisting their children when using learning technology, due to limitations in time, knowledge, and digital skills. Cahyani & Widodo Strengthening this, it states that parental involvement in digital education is still low, especially among families with limited educational and economic backgrounds [23].

The low self-control of students is also a recurring obstacle. Students tend to use digital devices for entertainment such as playing games or watching videos, which disrupts their concentration in studying. Budi emphasizes that children need ongoing guidance to build discipline habits in the use of technology [24]. This shows the importance of synergy between teachers, parents, and students in creating a disciplined and productive digital learning environment. Finally, limited digital infrastructure, such as the availability of devices and unstable internet networks, also hinders the effective implementation of online learning. Ahmad & Susanti highlighting that without adequate infrastructure support, the use of technology in education will only add to the workload of teachers and widen the learning gap among students [25].

Thus, the formation of discipline among students in the digital era cannot solely be placed on teachers. Collaborative cooperation between schools and homes is needed, along with enhanced digital literacy for all stakeholders and the provision of adequate infrastructure. Technology-based discipline strategies that are educational and inclusive must be developed so that students are not only digitally skilled but also possess character and responsibility in learning.

4. CONCLUSION

Research at SD Negeri 105438 Paya Lombang shows that student discipline is quite good while learning at school, but tends to decline when learning is conducted from home. This is due to weak parental supervision, low self-control of students in using technology, and limitations in digital infrastructure. These findings emphasize the importance of collaboration between teachers and parents in building learning discipline in the digital era, especially in rural areas. Schools need to develop learning strategies that emphasize character building, as well as enhance parents' digital literacy to effectively support their children. This research suggests the development of a collaborative framework between teachers and parents and the use of educational technology as a form of digital discipline intervention. To expand the scope, future studies should involve more schools and quantitative approaches to gain a deeper and more objective understanding.

REFERENCES

- [1] D. Sari e A. Zulkarnaeni, "Tantangan dan Solusi Disiplin Siswa di Era Digital: Studi di Sekolah Dasar Perkotaan," *Jurnal Pendidikan Digital*, vol. 7, n° 2, p. 100–115, 2023.
- [2] A. Saputro e Y. Dwikristanto, "Peran Guru Sebagai Pendidik dalam Membentuk Sikap Disiplin Siswa Selama Pembelajaran Daring," *Kumpulan Artikel Ilmiah Rumpun Ekonomi dan Ilmu Sosial*, vol. 2, n° 1, p. 91–106, 2022.
- [3] T. Iskandar, "Pendidikan Tauhid Terhadap Motivasi Hidup Dalam Perspektif Al-Quran," *Reflektika*, vol. 17, n° 2, pp. 397-412, 2022.
- [4] B. Susilo, "Strategi Diskusi Daring oleh Guru untuk Meningkatkan Disiplin Siswa," *Jurnal Diskusi Pendidikan*, vol. 1, n° 1, p. 45–58, 2024.
- [5] A. Qodri e D. Syifa, "Disiplin Peserta Didik SD melalui Platform WhatsApp dan Google Classroom," *Jurnal Komunikasi Pendidikan*, vol. 4, n° 2, p. 66–80, 2023.
- [6] I. Ramadhan, "Penggunaan Quis Online sebagai Strategi Monitoring Disiplin Siswa," *Jurnal Teknologi Evaluasi*, vol. 3, n° 1, p. 55–70, 2022.
- [7] Mandailina, "Pembelajaran Daring dalam Meningkatkan Motivasi dan Hasil Belajar Peserta Didik Selama Pandemi," *Indonesian Journal of Educational Science*, vol. 3, n° 2, p. 120–129, 2021.
- [8] J. Creswell, *Desain Penelitian: Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran* (edisi ke-4), Thousand Oaks: CA: Publikasi Sage, 2020.
- [9] L. J. Moleong, *Metode Penelitian Kualitatif*, Bandung: PT. Remaja Rosdakarya, 2000.
- [10] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, Bandung: CV. Alfabeta, 2022.
- [11] R. Oktaviani e R. Nurhadi, "Tantangan Guru dalam Mengelola Disiplin Siswa saat Pembelajaran Daring," *Jurnal Offline-Online Pendidikan*, vol. 2, n° 3, p. 123–139, 2023.
- [12] A. Ningsih e G. Pratama, "Peran Feedback Guru via Aplikasi dalam Membentuk Kebiasaan Disiplin Siswa," *Jurnal Evaluasi Pembelajaran*, vol. 6, n° 2, p. 135–150, 2024.
- [13] T. Mawar e H. Wijaya, "Penguatan Karakter Disiplin Melalui Pembelajaran Digital Interaktif," *Jurnal Karakter dan Teknologi*, vol. 3, n° 3, p. 70–85, 2022.
- [14] S. Lestari e P. Ramadhani, "Disiplin Siswa SD: Kombinasi Tatap Muka dan Belajar Daring," *Jurnal Pendidikan Holistik*, vol. 10, n° 2, p. 110–125, 2023.
- [15] R. Kartika e L. Dewi, "Penggunaan Video Edukasi oleh Guru dalam Membangun Kedisiplinan Siswa SD," *Jurnal Multimedia Pendidikan*, vol. 8, n° 1, p. 85–98, 2024.
- [16] R. Junaidi, "Peran Guru sebagai Motivator Disiplin Siswa di Era Pembelajaran Online," *Jurnal Peran Guru*, vol. 5, n° 3, p. 200–215, 2022.

- [17] F. Indrawati e B. Putranto, "Implementasi Gamifikasi dalam Pembelajaran untuk Meningkatkan Disiplin Peserta Didik SD," *Jurnal Gamifikasi Pendidikan*, vol. 2, n° 2, p. 44–60, 2023.
- [18] M. Hidayat e N. Suryati, "Aplikasi Remedial Disiplin Siswa SD Berbasis Edukasi Digital," *Jurnal Sistem Informasi Pendidikan*, vol. 3, n° 1, p. 50–67, 2024.
- [19] E. Gunawan, "Pengelolaan Kelas Daring dan Disiplin Peserta Didik di SD," *Jurnal Manajemen Kelas*, vol. 6, n° 1, p. 98–112, 2022.
- [20] I. Fitria, D. Noviati e Z. Sari, "Orang Tua dan Guru di Era Digital: Sinergi dalam Membangun Disiplin Siswa SD," *Jurnal Pendidikan Keluarga*, vol. 4, n° 2, p. 150–162, 2023.
- [21] T. Elia, "Strategi Guru Membangun Kedisiplinan Berbasis Platform Zoom dan Google Classroom," *Jurnal Teknologi dan Pembelajaran*, vol. 9, n° 4, p. 211–225, 2023.
- [22] Y. Dewi e A. Putra, "Kedisiplinan Siswa SD melalui Penggunaan Media Interaktif oleh Guru," *Jurnal Pendidikan Interaktif*, vol. 7, n° 1, p. 30–44, 2024.
- [23] L. Cahyani e H. Widodo, "Pengaruh Digital Learning terhadap Kedisiplinan Siswa SD di Era Pandemi," *Jurnal Inovasi Pendidikan Dasar*, vol. 5, n° 2, p. 75–89, 2022.
- [24] S. Budi, "Model Pembinaan Kedisiplinan Siswa Melalui Platform Kelas Daring di Sekolah Dasar," *Jurnal Manajemen Pendidikan*, vol. 8, n° 3, p. 120–134, 2023.
- [25] R. Ahmad e M. Susanti, "Pemanfaatan Aplikasi Pembelajaran Digital untuk Meningkatkan Disiplin Siswa SD," *Jurnal Teknologi Pendidikan Dasar*, vol. 10, n° 1, p. 45–60, 2024.
-