Teachers' Strategies in Fostering Disciplinary Character in Students at SMAN 2 Singingi

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Abstract: This study aims to describe teacher strategies in fostering disciplinary character among students at SMAN 2 Singingi. The background of this research is rooted in the importance of discipline as a key character trait in shaping student behavior and ethics at school, which aligns with the goals of national education. The study employs a descriptive qualitative approach with a case study method. Data were collected through in-depth interviews with two subject teachers, one counseling teacher, the principal, and two students, accompanied by classroom observations and documentation of school activities.The results show nine main strategies employed by teachers: (1) role modeling through behavior, (2) consistent enforcement of rules, (3) positive habituation, (4) open communication with students, (5) positive reinforcement through rewards, (6) personal approach, (7) parental involvement, (8) educative sanctions, and (9) collaboration with counseling teachers. These strategies are adapted to the students' conditions and are applied flexibly to build discipline gradually.The findings indicate that disciplinary character can be cultivated not only through punishment or formal rules but also through humanistic and dialogic approaches that view students as developing individuals. The study concludes that collaboration among teachers, parents, and the school environment is essential in building sustainable student discipline. Practically, schools need to strengthen the role of teachers as role models and facilitators of character formation.

Keywords: disciplinary character, teacher strategies, character education, humanistic approach, SMAN 2 Singingi

1. INTRODUCTION

Character education has become a primary focus in the development of Indonesia's human resources in the 21st century. Discipline is one of the core values that must be instilled from an early age within schools as formal educational institutions. According to the Ministry of Education and Culture (Kemendikbud, 2017), character education aims to shape students into individuals with strong personalities, a sense of responsibility, and adherence to norms. Discipline, as a component of character, serves as a key pillar for students' academic success and the formation of social ethics.

Character education, especially with a focus on discipline, has become a vital element in developing Indonesia's human capital in the 21st century. Research shows that fostering disciplinary character in primary school students can be achieved through habituation and teacher role-modeling, aiming to develop moral behavior and social ethics (Uge et al., 2022). This approach is crucial for nurturing future generations with strong moral foundations and positive behavior. Various studies emphasize the importance of consistent implementation of character education involving not only schools but also families and communities (Rahmah et al., 2024). Practical initiatives such as the 3S culture (smile, greet, and politeness), morning Qur'an recitations, and group prayers have proven effective in cultivating students' disciplinary character (Jauhar et al., 2024). These efforts contribute to shaping individuals who excel academically and have a solid moral foundation to face global challenges.

However, the reality on the ground indicates that student discipline remains a major challenge. The 2023 National Assessment results revealed low indicators of positive behavior and student discipline in various secondary education institutions (Center for Assessment and Learning, 2023). This highlights the urgent need for specific strategies and approaches by teachers to foster consistent student discipline. Recent research highlights the ongoing challenges of cultivating discipline among students in Indonesian schools. Teachers have implemented various strategies to instill discipline, including incorporating discipline values into lesson plans, role-modeling good behavior, establishing rules, using reward and punishment systems, and applying daily routines (Amelia & Dafit, 2023; Rianti & Mustika, 2023). Physical education teachers, for example, play a key role by modeling punctuality, rule compliance, and respectful attitudes (Pambudi & Fadli, 2024). Factors that support character development include school leadership, parental involvement, and student self-awareness, while obstacles include time constraints and difficulty motivating students (Amelia & Dafit, 2023; Pambudi & Fadli, 2024). Strengthening character through discipline and responsibility requires consistent collaboration among teachers, parents, and communities,

emphasizing both theoretical and practical approaches to prepare students for global challenges and active participation in society (Rahmah et al., 2024).

Teachers, as the front liners of education, play a crucial role in shaping student character. According to Suyanto (2013), teachers are not only instructors but also moral educators and role models who must demonstrate exemplary attitudes and behaviors. Teachers' modeling, strengthening of disciplinary values through habituation, and consistent supervision are part of the strategies that can be applied to develop discipline. Teachers have a central role in developing students' disciplinary character through modeling and motivation. As role models, teachers should demonstrate noble character, responsibility, and disciplined behavior (Prihatini et al., 2024; Irfan, 2019). Applicable strategies include creating class agreements, habituation activities, and implementing reward and consequence systems (Prihatini et al., 2024). Civics Education teachers also play a significant role in instilling moral and civic values and guiding students to apply them in daily life (Cahya et al., 2024). The teacher's role in cultivating discipline includes rule enforcement and addressing disciplinary problems (Anshori, 2020). Methods used to integrate character values include courtesy, modeling, discipline enforcement, habituation, and integration of values into extracurricular and curricular activities (Irfan, 2019).

In a local context like SMAN 2 Singingi, the teacher's role in fostering disciplinary character becomes even more significant, as student character is greatly influenced by the local social and cultural environment. According to Tilaar (2002), education cannot be separated from the socio-cultural context of the community; therefore, character education strategies must also be contextual and adaptive to local dynamics. Teachers in rural high schools such as those in Singingi face specific challenges in instilling discipline in students who come from diverse family and social backgrounds. Research shows that teachers play a key role in developing disciplinary character, particularly in local contexts where social and cultural factors greatly influence student behavior (Amelia & Dafit, 2023; Asriati, 2013). Effective strategies include integrating character values into lesson plans, modeling, mentoring, applying written and unwritten rules, and using reward and punishment systems (Amelia & Dafit, 2023; Rianti & Mustika, 2023). Incorporating local wisdom into character education is crucial for building a strong national identity and aligning with the local environment (Asriati, 2013). Consistent habituation and teacher role-modeling are essential to instilling discipline, aiming to form students' moral and social values (Uge et al., 2022). However, teachers also face various challenges in this process, such as low student self-awareness, family factors, and environmental influences (Amelia & Dafit, 2023; Rianti & Mustika, 2023). Therefore, collaboration between schools and families is essential for optimal character development (Uge et al., 2022).

Many strategies can be employed by teachers to instill discipline, including habituation, fair reward and punishment, and personal dialogue with students. According to Lickona (1992), consistent habituation is the key to character education. Without consistency, values such as discipline will remain slogans without meaning in students' daily practice. Studies show that teachers use various strategies to instill discipline and character in students. These include consistent habituation, fair reward and punishment systems, personal dialogue, and role-modeling (Amelia & Dafit, 2023; Adhiningsih & Rokhmaniyah, 2024; Varda & Jatiningsih, 2022). Teachers integrate character values into lesson plans, establish written and unwritten rules, and implement structured daily and weekly routines to strengthen discipline (Amelia & Dafit, 2023). Strategies such as exemplary behavior, learning contracts, and rewards like praise or points have proven effective (Varda & Jatiningsih, 2022). However, challenges remain, such as low student self-awareness and negative social influences (Varda & Jatiningsih, 2022; Kusumayanti et al., 2021). To overcome these, teachers employ methods like giving advice, applying constructive punishment, and utilizing extracurricular activities (Varda & Jatiningsih, 2022; Kusumayanti et al., 2021). Collaborative efforts among schools, governments, and communities are essential to make a significant impact in character education (Adhiningsih & Rokhmaniyah, 2024).

Additionally, teacher-student relationships based on empathy and open communication are also vital in fostering disciplinary character. Research by Nurcholish (2021) shows that a humanistic approach by teachers contributes significantly to improving student discipline. Teachers who understand their students' emotional and social backgrounds tend to be more successful in guiding them toward disciplined behavior. Research has shown that teachers play a vital role in fostering student discipline through various strategies. These strategies include emotional and cognitive approaches to building positive relationships and raising awareness of the importance of discipline (Abdan et al., 2024), establishing clear rules and expectations (Anshori, 2020), and using reward and punishment systems (Amelia & Dafit, 2023). Teacher professionalism and exemplary conduct are essential in this process (Pradina et al., 2021). Effective strategies for instilling discipline involve the integration of character values into lesson planning, providing student guidance, and establishing daily routines (Amelia & Dafit, 2023). Factors

supporting discipline development include school leadership, parental involvement, and students' self-awareness (Amelia & Dafit, 2023; Pradina et al., 2021). Nevertheless, challenges such as individual student character differences and time constraints remain obstacles (Abdan et al., 2024). Therefore, continuous teacher training and holistic support from families and schools are highly recommended to build sustainable discipline (Abdan et al., 2024).

Furthermore, teacher strategies in fostering disciplinary character cannot be separated from the overall support of the school environment. Discipline as a school culture must be upheld by systems, policies, and governance structures that reinforce it. According to Budimansyah & Suryadi (2015), the success of character education is greatly influenced by the synergy between teachers, principals, and a school environment that supports the implementation of such values. Research shows that schools play an important role in shaping student discipline through various strategies. Teachers implement methods such as incorporating discipline values into lesson plans, modeling positive behavior, enforcing both written and unwritten rules, utilizing reward and punishment systems, and establishing daily routines (Amelia & Dafit, 2023). Principals also contribute by formulating strategies to instill discipline, although challenges may arise (Tajib, 2021). Schools implement programs such as the 3S culture (smile, greet, and politeness), morning literacy activities, and group prayer sessions to help develop student discipline (Jauhari et al., 2024). The school environment—including physical facilities and social interactions—greatly influences character formation (Gampu et al., 2022). However, obstacles such as family background, social environment, and the COVID-19 pandemic can hinder the formation of disciplinary character (Amelia & Dafit, 2023; Gampu et al., 2022).

Based on the above description, it is highly relevant to conduct qualitative research using a fieldwork approach to explore concrete strategies employed by teachers at SMAN 2 Singingi in fostering students' disciplinary character. This study is important to uncover best practices that can serve as a reference for developing character education strategies in other secondary schools, particularly in areas with similar socio-cultural characteristics. This research is expected to identify:What strategies are used by teachers to foster disciplinary character in students at SMAN 2 Singingi? What are the supporting and inhibiting factors in the implementation of these teacher strategies to instill discipline among students at SMAN 2 Singingi?

2. METHODS

This study employed a qualitative fieldwork research approach, which was selected to obtain an in-depth understanding of how disciplinary character is cultivated among students through specific strategies applied by teachers. The qualitative nature of the study allowed the researcher to explore the subjective experiences, perceptions, and contextual practices of the participants in their natural school environment. Fieldwork was particularly suited to uncover the underlying meanings behind the teachers' efforts and decisions in fostering discipline, capturing the nuances that may not be accessible through quantitative methods.

The research focused on two teachers at SMAN 2 Singingi who were purposively selected based on their active and consistent involvement in shaping student discipline within the school. The selection was grounded in specific criteria relevant to the objectives of the study, particularly the participants' direct experience and knowledge in implementing character education initiatives. Their roles as key informants provided valuable insight into practical strategies and contextual challenges associated with instilling discipline in the classroom setting.

The study was conducted in May 2025, with the timing coordinated to ensure minimal disruption to the school's academic activities and to align with the availability of both research subjects and school administrators. SMAN 2 Singingi served as the sole research location, offering a relevant setting for examining character-building practices within a real-life educational environment.

To collect data, the researcher employed a combination of in-depth interviews, participant observation, and document analysis. Semi-structured interviews were conducted with the two selected teachers to elicit detailed information about the disciplinary strategies they employed, the reasoning behind those strategies, and their perceived effectiveness. Observations were carried out during teaching sessions and informal school activities, allowing the researcher to directly witness how disciplinary values were integrated into teacher-student interactions and daily routines. Additionally, documentation such as school regulations, disciplinary records, and schedules of character-building activities was reviewed to complement and triangulate the data gathered from the interviews and observations.

The analysis of the collected data followed the Miles and Huberman model of qualitative data analysis, which involves three interconnected stages: data reduction, data display, and conclusion drawing. During data reduction,

the researcher sorted and selected relevant data that aligned with the research objectives. The data were then presented in descriptive narrative form to allow for thematic interpretation. The final stage involved drawing conclusions by identifying recurring patterns, constructing meaning from the data, and relating the findings to the research questions and theoretical context. This systematic process ensured that the analysis remained grounded in empirical evidence while also accommodating the depth and complexity inherent in qualitative inquiry.

3.   FINDINGS AND DISCUSSION

1. Instilling the Value of Discipline through Teacher Role Modeling

In the teaching and learning activities at SMAN 2 Singingi, teacher role modeling is a key factor in instilling disciplinary character. The Biology teacher stated in an interview, *"I can't demand students to be disciplined if I myself am often late. So I try to be disciplined first, so they can see it."* This was also reflected in the researcher's observation notes from May 22, 2025, which documented that the Biology teacher arrived in class on time, started the lesson according to schedule, and politely but firmly reprimanded students who arrived late. Documentation evidence showed that the teacher had a 100% attendance record for a full month with no tardiness, as recorded in the daily teacher attendance log.

The teacher's role modeling not only shapes students' positive perceptions of discipline but also sets a behavioral standard for students to follow. The researcher noted that students tended to feel reluctant to break the rules when they saw their teacher consistently demonstrating disciplined attitudes and actions. In daily interactions, students mirrored their teacher's rhythm, such as preparing their books before class began and maintaining silence during lessons. This indicates that character formation occurs indirectly through the modeling process by teachers, who serve as central figures in the classroom.

2. Habituation to School and Classroom Rules

Habituating students to rules is also a crucial strategy. The counseling teacher (BK teacher) stated, *"We already have written rules, and at the beginning of every academic year, we re-socialize them to students.* In the field notes, the researcher observed that every classroom had a poster displaying classroom rules posted on the wall, and teachers often reminded students of the importance of following these rules—such as wearing proper uniforms and bringing learning materials. Documentation included copies of the student handbook distributed during orientation (MPLS) and photos of the socialization session conducted by the BK teacher in the school hall.

This form of habituation gradually builds a collective awareness within the classroom community regarding acceptable behavior boundaries. Students not only know the rules but begin to practice them automatically without constant reminders. In observations of Class X-2, the researcher noted an instance where a student reminded a peer who had not brought a textbook—indicating that the value of discipline had begun to internalize. This provides evidence that consistent habituation by teachers and the school can foster a culture of discipline that grows from within the students themselves.

3. Personal and Persuasive Approach to Students Who Break the Rules

A personal approach is also a distinctive strategy used by teachers in addressing student violations. In an interview, the BK teacher explained, *"I try to get close first, ask why they're often late. Sometimes they have problems at home, so we have to be sensitive too."* Field notes recorded a moment when the BK teacher called a student into the counseling room and had a 10-minute conversation—without yelling or judging, but instead building the student's trust. Documentation in the form of individual guidance notes showed similar dialogues had taken place with more than 15 students facing discipline issues during the even semester.

This approach touches not only on behavioral aspects but also provides space for students to feel heard and understood. Teachers who can build emotional closeness with students create a conducive environment for behavioral change. In one interview, a student said, *"I felt embarrassed after we talked nicely. I thought I was going to get scolded."* This illustrates that persuasive approaches carried out with empathy can be more effective than authoritarian ones, especially in developing students' self-awareness and personal responsibility.

4. Fostering Communicative Relationships Between Teachers and Students

A good communication relationship between teachers and students also serves as the foundation for building discipline. The Biology teacher shared, *"If our relationship is relaxed, students tend to obey more. They're not shy when we give advice."* The researcher noted during observations that the Biology teacher often inserted light conversations about students' hobbies and daily lives during breaks, creating a warm classroom atmosphere. Documentation included photos of BK teacher-student counseling sessions that reflected similar interactions.

Communication that goes beyond academic content helps students feel emotionally closer to the teacher, so guidance or reprimands are no longer seen as punishments but rather as forms of care. In informal interactions such as class cleaning duties or casual discussions during free periods, teachers showed appreciation for students' opinions and gave them space to speak. This fostered a psychologically safe environment, where students did not feel threatened by teacher authority, yet still respected them as mentors and role models.

5. Providing Reprimands and Educative Sanctions

Educative sanctions were applied consistently and in a constructive manner. The principal emphasized, *"Our sanctions aren't meant to punish, but to remind. For example, if a student skips class, we ask them to help clean the school."* In the field notes, the researcher observed a student who had been late three times being asked to sweep the school yard for 15 minutes, accompanied by a supervising teacher. The student completed the task without complaint and was then given private guidance. Documentation in the student violation logbook displayed lists of infractions and corresponding follow-up actions based on the school's disciplinary code.

The consistent implementation of educative sanctions created a deterrent effect without causing trauma. Students who were assigned tasks such as cleaning the classroom were also made to understand that it was a form of responsibility for their actions, not a public shaming. One student reflected, *"I had to sweep because I was late. At first I was embarrassed, but it made me think twice about repeating it."* This shows that sanctions, when applied with an educational approach, can serve as an effective and character-building learning tool.

6. Collaboration with Parents in Handling Troubled Students

Collaboration with parents was also pursued as part of the effort to build students' disciplinary character. The BK teacher stated, *"If we've called them in a few times and there's still no change, we invite the parents. Usually that works better."* During observations, the researcher noted an instance where a student who frequently skipped school was invited—along with their parents—to a meeting with the homeroom teacher and BK teacher to discuss the cause and find solutions. Documentation included official invitation letters and meeting notes, reflecting the school's active role in involving families as partners in character development.

Parental involvement had a significant impact on behavioral changes due to the reinforcement received at home. In one meeting, the parent of a student who often skipped class admitted, *"We didn't know our child had been skipping. Thank you for informing us and inviting us here."* This shows that collaboration between teachers and parents not only accelerates problem-solving but also strengthens communication between the two most influential parties in a student's character formation. It reinforces the importance of synergy between the school and family in developing student discipline.

7. The Role of the Principal as a Role Model and Discipline Supervisor

The principal not only supervises but also serves as a role model for discipline. In an interview, he stated, *"I always try to arrive earlier than the teachers, so I can set an example."* The researcher observed during a morning session that the principal was already standing at the school gate by 6:45 AM, greeting students one by one. Documentation from school activities included photos of the principal politely but firmly addressing students who were not wearing complete uniforms, while also explaining the importance of the rules.

The principal's daily presence created the impression that discipline was not just the responsibility of teachers but a shared school-wide culture. A principal who actively participated in monitoring discipline helped build a sense of collective responsibility among the school community. In one interview, a student said, *"If we know the principal is already at the gate, we feel ashamed if we're late."* This statement shows that the principal's presence as a discipline figure has a strong moral impact and forms part of a comprehensive system for character strengthening.

8. Utilizing Extracurricular Activities as a Medium for Discipline Development

Extracurricular activities also served as an important vehicle for character formation. The Biology teacher remarked,*"Through scouting or Red Cross (PMR), students learn time discipline, teamwork, and responsibility."*During observations of a routine Scout practice, the researcher noted that students arrived on time, wore complete uniforms, and followed instructions in an orderly manner. Documentation such as activity schedules and attendance records for extracurriculars showed consistent implementation and student participation in these discipline-supportive activities.

Extracurricular programs not only provide space for developing students' interests and talents but also serve as practical training grounds for discipline through rules, schedules, and responsibilities. Structured activities such as regular practice, flag ceremonies, and competitions offer real-life experiences in managing time and roles. In Scout documentation, it was recorded that every member was required to arrive on time, bring complete gear, and attend all sessions until completion. These habits trained students to be accountable, and such discipline carried over into their academic life as well.

9. Instilling Discipline through Attitude Assessment and Daily Reflection

Lastly, teachers also integrated attitude assessments and personal reflections into learning. The BK teacher shared,*"We ask them to write a reflection journal every Friday. They write about the good attitudes they've shown and what they still need to improve."*During observation, the researcher saw a teacher asking students to fill out reflection sheets and reading several entries anonymously to discuss with the class. Documentation showed collections of student journals containing entries such as,*"I still often forget to bring my book. Next week I have to be more prepared,"*demonstrating students' growing awareness and internalization of discipline.

Daily reflection and attitude assessments served as effective tools for self-introspection, helping students recognize the importance of being disciplined. In several reflections, students admitted their weaknesses and expressed a desire to improve. One student wrote,*"This week I haven't been able to sleep early, so I was sleepy in class. I want to try going to bed earlier."* Such narratives reflect the internalization of values occurring within students. Teachers then provided written feedback on each reflection, creating a reflective dialogue that deepened character development.

DISCUSSION

Character education is a central focus in developing Indonesia's human resources in the 21st century. Disciplinary character is one of the key values that must be instilled from an early age, particularly in schools as formal educational institutions. According to the Ministry of Education and Culture (2017), character education aims to shape students into individuals with strong personalities, responsibility, and adherence to norms. In this context, discipline functions as a fundamental foundation for learning success and the development of students' social ethics.

Research has shown that the development of disciplinary character can begin at the elementary level through habituation and teacher role modeling, with the aim of nurturing moral behavior and social ethics (Uge et al., 2022). Practices such as the 3S culture (smile, greet, and politeness), morning Qur'an recitations, and group prayers have proven effective in shaping students' disciplinary behavior (Jauhar et al., 2024). The involvement of families and the community is also important in maintaining the consistent implementation of discipline values (Rahmah et al., 2024).

However, data from the 2023 National Assessment indicates that indicators of positive behavior and student discipline at the secondary level remain low (Center for Assessment and Learning, 2023). This situation highlights the need for specific and sustained strategies by teachers to cultivate disciplinary character. Various strategies have been implemented, such as the integration of character values into lesson planning, enforcement of rules, reward and punishment systems, and daily routines (Amelia & Dafit, 2023; Rianti & Mustika, 2023). Physical education teachers, for example, foster discipline through punctuality and adherence to rules (Pambudi & Fadli, 2024).

Supporting factors for discipline development include school leadership, parental involvement, and student self-awareness. Meanwhile, challenges such as time constraints and low motivation remain significant obstacles (Amelia & Dafit, 2023; Pambudi & Fadli, 2024). Thus, collaboration among stakeholders is crucial in strengthening character education.

Teachers are the spearhead of character education. As emphasized by Suyanto (2013), teachers are not only instructors but also moral educators who must serve as role models in their daily behavior. Effective strategies include habituation, class rule agreements, rewards and consequences, and personal dialogues between teachers and students (Prihatini et al., 2024). Civics teachers also play an essential role in fostering moral values and civic responsibility (Cahya et al., 2024).

In addition to instructional approaches, teachers instill character values through extracurricular activities and the reinforcement of students' social behavior. Enforcing rules and providing regular guidance help students understand the importance of order and discipline (Anshori, 2020; Irfan, 2019).

In the context of SMAN 2 Singingi, character education strategies must consider local social and cultural factors. Tilaar (2002) emphasized that education cannot be separated from the sociocultural environment of the community. Therefore, teachers in areas like Singingi need to adapt strategies to students' diverse backgrounds. Relevant strategies include integrating local values into learning, providing role models, and involving the local community (Asriati, 2013; Amelia & Dafit, 2023).

Efforts such as establishing school rules based on local norms and implementing routine activities aligned with community culture are vital components of contextual character education. Challenges such as low student awareness and weak family support must be addressed through synergistic partnerships between schools and parents (Uge et al., 2022).

According to Lickona (1992), consistency is the key to character education. Without continuous habituation, values like discipline will remain mere slogans. Effective strategies include regular routines, fair rewards and punishments, personal dialogue, and learning contracts (Amelia & Dafit, 2023; Varda & Jatiningsih, 2022). Teachers also integrate character values into lesson plans and daily school routines, such as morning briefings or flag ceremonies.

Nonetheless, challenges remain, including negative social influences, disparities in students' character, and teachers' limited time (Kusumayanti et al., 2021). Therefore, interventions must address curriculum design, school culture, and community involvement in a holistic manner (Adhiningsih & Rokhmaniyah, 2024).

Teacher-student relationships based on empathy and open communication also play a key role in shaping disciplinary character. Nurcholish (2021) stated that humanistic approaches by teachers can significantly improve students' disciplinary behavior. This approach includes understanding students' social and emotional backgrounds and providing personalized guidance.

Teachers who can build positive emotional relationships are more effective in instilling discipline, especially amid complex social challenges. Teacher professionalism and exemplary behavior remain key factors in the success of these strategies (Pradina et al., 2021; Abdan et al., 2024).

Teacher strategies to foster disciplinary character cannot be separated from the broader school environment. Budimansyah & Suryadi (2015) emphasized that the success of character education is influenced by a conducive school culture, supportive policies, and effective governance. Schools need to create orderly, safe environments that consistently uphold positive values through school rules, codes of ethics, and collective reward systems.

4. CONCLUSION

Based on the research conducted at SMAN 2 Singingi, it can be concluded that teachers' strategies in fostering students' disciplinary character are diverse and contextual, adapted to their individual roles and backgrounds. These strategies include instilling discipline values from the beginning, positive habituation through consistent rules, role modeling by teachers, intensive communication with students and parents, and the application of constructive educational sanctions.

From interviews, observations, and documentation, nine main themes representing teacher strategies were identified: teacher role modeling, consistent rules, habituation, communication, positive reinforcement, personal approaches, parental involvement, educational sanctions, and collaboration with the counseling teacher (BK). These strategies proved effective in shaping students' disciplinary character when implemented consistently and tailored to students' individual needs.

In general, approaches that are humanistic, dialogic, and rooted in social relationships have been shown to be more effective than authoritarian methods in developing students' disciplinary character in the secondary school environment.

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