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Does the Value of Religion Guarantee Students' Moral Character? Case Study at Muhammadiyah Islamic School in Grade Twelve in English Language Learning

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A B S T R A C T

This study aimed to identify the factors influencing misbehavior among 12th-grade students during English language learning at Muhammadiyah Islamic School in North Bali. Misbehavior refers to any disruptive actions that interfere with the teaching and learning process, such as talking out of turn, not following instructions, or using inappropriate language. A qualitative descriptive research design was applied, involving teachers, counseling staff, and students as subjects. Data were collected through interviews, observations, and surveys. The findings revealed that misbehavior, such as disrupting lessons, tardiness, inattentiveness, and use of inappropriate language, was driven by both internal and external factors. This study concludes that addressing student misbehavior requires collaborative efforts between teachers, parents, and school administrators. Providing counseling, improving parental engagement, and fostering a more supportive learning environment are suggested as practical solutions to mitigate misbehavior. These implications highlight the need for holistic strategies to create a disciplined and conducive educational atmosphere.

A R T I C L E I N F O

1. INTRODUCTION

There is more to quality than a strong curriculum and effective teaching the interaction between teachers and students to achieve teaching and learning goals (Metekohy et al., 2022). Attention must also be given to students, particularly their behavior, which constitutes a key social aspect of a conducive classroom environment (Donkoh et al., 2011). The classroom environment and teaching process are ruined by misbehaviors, which also hinder students' and teachers' ability to accomplish their goals and cause time management issues (Owens, 2023). Student misbehavior refers to any actions perceived by teachers as disruptive to the order and structure of the classroom (Sueb et al., 2020; Dumagay, 2022).

These behaviors can range from subtle acts to overtly aggressive actions (Dumagay, 2022). Disruptive Classroom Behaviors (DCB) are characterized as observable actions within the classroom that interfere with the teacher or fellow students, significantly hindering the teaching and learning process (Rotschild, 2025). Several terms refer to the same concept as Disruptive Behavior, such as troublesome behavior (behavior that causes inconvenience) and disturbing behavior (behavior that is unsettling or distressing). Disruptive behavior among typically developing students differs from that observed in students with special needs, particularly those with ADHD (Attention Deficit Hyperactivity Disorder), ODD (Oppositional Defiant Disorder), or CD (Conduct Disorder) (Nazla and Hasibuan, 2023). Misbehavior may arise from various factors contributing to incivility, including internal and external determinants, cultural contexts, and the perceptions held by both students and teachers (Chakkambath et al., 2024). Students' physical and spiritual condition is an internal factor because internal factors come from within students. There are two aspects of internal factors, physiological (physical condition, eyes and ears) and psychological (intelligence, attitudes, talents, interests, and student motivation). An example of a psychological factor that can influence student learning behavior is motivation (Hafizah et al., 2021). External factors (factors from outside the student) are environmental conditions around students. External factors also have two aspects the social environment (family, teachers and staff, community, and friends) and the non-social environment (home, school, equipment, and nature). The aspect that is most often encountered is the aspect of the social environment such as a less supportive family (Aydin, 2023; Hafizah et al., 2021).

In education, the frequency and prevalence of student misbehavior have become significant challenges in classrooms. Over the past two decades, the incidence of misbehavior has risen sharply (Herring, 2023). Undisciplined behavior in the classroom is a critical issue that adversely affects the teaching and learning process (Banjac et al., 2025). Such behavior can have negative implications for students' school satisfaction, relationships with teachers, and even academic performance, including the risk of school failure (Burgueño et al., 2024). This challenge is especially great if it occurs in Muhammadiyah Islamic schools. Muhammadiyah schools prioritize the internalization of Islamic values through various strategies, such as role modeling by teachers and integrating these values into the school culture and general subjects (Suyatno et al., 2023). The problem is that in Islamic schools that teach good religious knowledge such as language and behavior, there are still students who have bad behavior. Misbehavior

in Islamic schools, such as lying, is seen as a bad action that leads to sin. It reflects the characteristics of hypocrisy, undermining trust and social relationships, thus requiring the efforts of teachers and parents to instill honesty and integrity in students (Wicaksono et al., 2024).

Misbehavior among students is a big challenge to the teaching and learning process. Therefore, teachers must know how to react when such behaviors arise (Aydin, 2023), especially in Muhammadiyah Islamic School in North Bali, where there is quite a lot of misbehavior among students. During the researcher's survey at the Muhammadiyah Islamic School in North Bali, it was found that students violated school rules, and used harsh words which are contrary to Islamic norms, especially Muhammadiyah. Particularly 12th-grade students who exhibit behaviors that disrupt classroom dynamics and hinder academic performance. Surveys show that student behavior and discipline are still very low, due to a lack of respect and politeness towards teachers, especially in English classes. This is evident in interactions where students treat educators as peers rather than authority figures, to the detriment of classroom management and the learning environment. Examples include disregard for traditional hierarchies, unwillingness to follow instructions, and lack of engagement during lessons. These behaviors not only disrupt the educational process but also detract from the values of respect and discipline emphasized in Islamic teachings. Moreover, this disrespect also extends beyond classroom behavior, manifesting in the form of tardiness, inattention, and prioritizing social interactions over academic responsibilities (McGarr, 2021).

Understanding these behaviors and their underlying causes is crucial for developing effective interventions tailored to the sociocultural context of the school. Factors contributing to misbehavior can include internal elements, such as low self-esteem, attention-seeking behavior, or learning difficulties (Humaeroah et al., 2023), as well as external factors, including family dynamics, peer influence, and the school environment (Khotimah et al., 2023). For instance, Khotimah et al (2023) identify inadequate parental attention and negative peer influence as exacerbating factors in classroom disruptions.

Despite the growing body of research on student misbehavior, limited studies specifically address Islamic schools in Indonesia, particularly in regions such as North Bali. Existing research often neglects the sociocultural dynamics and the interaction of internal factors, such as boredom, with religious teachings and community expectations (Wangdi and Namgyel, 2022). Similarly, while external influences, including family background and peer relationships, have been explored (Jailani, 2023), their relevance to Islamic education remains insufficiently examined. This study aims to fill these gaps by investigating the types and causes of misbehavior at the Islamic School Muhammadiyah in North Bali. To achieve this, the following research questions are proposed:

1. What types of misbehavior do 12th-grade students exhibit in English language learning at Muhammadiyah Islamic School in North Bali?
2. What internal factors influence 12th-grade students' misbehavior in English language learning at Muhammadiyah Islamic School in North Bali?
3. What external factors influence 12th-grade students' misbehavior in English language learning at Muhammadiyah Islamic School in North Bali?

This research focuses on identifying the types of misbehavior exhibited by 12th-grade students at the school, examining the internal factors influencing these behaviors, and analyzing the external influences. By addressing these dimensions, the study seeks to provide a comprehensive understanding of the factors contributing to student misbehavior and offer strategies for fostering a more supportive learning environment.

2. METHOD

This research falls under the category of qualitative research. Qualitative research involves the collection of descriptive information (Manurung, 2022). Qualitative research aims to understand phenomena experienced by research subjects, such as behaviors, perceptions, motivations, and actions, holistically. This is achieved through descriptive narratives using language within a specific natural context while utilizing various natural methods (Jubhari, Sasabone and Nurliah, 2022). Qualitative research methods focus more on gaining an in-depth understanding of a particular rather than generalizing findings (Jailani, 2023). The researcher applies a qualitative descriptive approach to explore and gain a deeper understanding of the cases of student misbehavior during English language learning in grade 12 at the Islamic school Muhammadiyah North Bali. Descriptive qualitative research is a strategy in which the researcher investigates events or phenomena in individuals' lives, often asking individuals or groups to research in descriptive chronological form (Waruwu, 2023). Essentially. Descriptive research seeks to describe and interpret various elements, such as situations and conditions, existing relationships, emerging options, and effects (Manurung, 2022).

This study was conducted at the Islamic School Muhammadiyah in North Bali, focusing specifically on Grade 12 students. The research subjects include teachers such as Class advisors, counseling teachers, English teachers, and Grade 12 students at the school. To collect and analyze the data, the researcher employed narrative analysis, utilizing interviews and surveys as the primary methods of data collection. The main instrument used in this study was a set of interview questions. Narrative analysis serves as a research method to examine how teachers and learners interpret and make sense of their experiences (Barkhuizen et al., 2022) Following the approach outlined by Barkhuizen and Consoli, the researcher gathered data by collecting stories from various perspectives of teachers and students and then processing the data accordingly. This method emphasizes analyzing the narratives people share about their life experiences, making it a key branch of qualitative research (Trichopoulos, Alexandridis and Caridakis, 2023).

3. RESULTS AND DISCUSSION

This research reveals various patterns of student misbehavior in the 12th-grade Muhammadiyah North Bali school environment. These behaviors, which include disruption during lessons, failure to follow instructions, and low attendance rates in the learning process, are influenced by both internal and external factors. Through interviews with teachers and a survey of classroom dynamics, it's clear that the root

causes of misbehavior are multifaceted, encompassing individual characteristics, family background, and school environment.

"For internal factors, usually if the child is broken home or the parents are there but don't pay enough attention" – *Counseling Teacher.*

"Because some of my students have apathetic parents" – *Homeroom Teacher.*

The following section provides a detailed account of the findings, highlighting key behavioral trends and the contextual factors that contribute to them. The definition of misbehavior varies depending on each student and the underlying causes. The findings are detailed in the subsequent paragraphs.

Based on interviews with Mrs. X, the 12th-grade homeroom teacher, and Mr. X, the school guidance counselor, several internal and external factors contribute to instances of misbehavior among 12th-grade students at Muhammadiyah Islamic School. One significant issue is the lack of punctuality in attending classes. Internally, this behavior stems from a lack of motivation to learn among students. Externally, challenges such as an unsupportive learning environment and the influence of peers disrupt students' focus on their studies. Furthermore, the importance of parental involvement in a child's academic progress was highlighted, as students from difficult family situations often exhibit behavior influenced by these challenges.

Another observed misbehavior is the tendency to disrupt peers' focus during the learning process. Internally, this is caused by emotional instability and lack of motivation to learn, which lead to boredom and disruptive behavior. Externally, an unconducive learning environment exacerbates this issue, particularly in English lessons. Similarly, the failure to complete assigned tasks is influenced by both internal and external factors. Internally, students often lack self-awareness regarding the importance of education and learning English. Externally, peer pressure and the influence of classmates who neglect their responsibilities contribute to this behavior.

The use of impolite or inappropriate language also arises from a combination of internal and external factors. Emotional instability and lack of self-awareness are significant internal contributors, while externally, a lack of attention and guidance from family plays a crucial role. Family and home are foundational to building student character, and the absence of this support impacts behavior. Noncompliance with school regulations is another form of misbehavior. Internally, this is due to a lack of awareness and concern about the importance of discipline. Externally, students are often influenced by their peers who disregard the rules, leading them to imitate this behavior.

Lastly, a high rate of absences among students is driven by both internal and external factors. Internally, some students exhibit a preference for entering the workforce rather than continuing their education. Externally, mandatory extracurricular activities, which some students avoid due to a lack of interest, further contribute to absenteeism. Peer influence also plays a role, as students are often discouraged by their classmates from participating in these activities. These interconnected factors highlight the complex nature of misbehavior and underscore the need for comprehensive approaches to address them.

"Internal and external factors that I often encounter are many children here who already want to work, so indeed the focus is not on learning anymore and the influence of their friends who invite them to do the same thing" - Homeroom Teacher

Based on interviews conducted with several teachers, including the 12th-grade Class advisors, counseling teachers, and the English teacher, it was identified that 12th-grade students at Muhammadiyah Islamic School in North Bali frequently exhibit various forms of misbehavior during the learning process. These misbehaviors, particularly in the context of English language learning, include actions that deviate from established classroom rules and the expected standards of student conduct. This research aligns with the definition of misbehavior, particularly Disruptive Classroom Behavior (DCB), which refers to noticeable actions within the classroom that interfere with the teacher's instruction or disrupt other students (Rotschild, 2025; Gogescu, 2025). Examples of student misbehavior include disruptive talking, persistent work avoidance, acting as a class clown, interrupting teaching activities, harassing peers, using verbal insults, showing rudeness towards teachers, exhibiting defiance, and displaying hostility. These behaviors vary in frequency and severity, ranging from occasional to frequent and from mild to severe, posing significant challenges within the classroom environment (Gokalp and Can, 2022). Misbehavior also has various types, according to the theory of Rotschild (2025) and Chakkambath et al (2024). Several different terms refer to the same concept as disruptive behavior, such as troublesome behavior (usually seen in students with special needs) and disturbing behavior (behavior typically exhibited by "immoral" students, such as excessive actions and deviations from rules) (Rotschild, 2025; Dost et al, 2024; Efendy and Nainggolan, 2022).

Based on the interviews and information provided by the teachers (Mrs. X, 2024) and (Mr. X, 2024), it was found that at Muhammadiyah Islamic School in North Bali, there is one type of misbehavior displayed by students, namely disturbing behavior. This case should not be ignored, as neglecting the disruptive behavior of even a single student can lead to its escalation, resulting in more serious disruptions and creating uncomfortable situations for the entire classroom. As a result, this has become a critical concern for educators (Dost et al, 2024). The negative traits exhibited include a lack of punctuality in attending classes, disrupting peers' focus during the learning process, failure to complete assigned tasks, using impolite or inappropriate language, noncompliance with school regulations, and a high frequency of absenteeism. Despite being a religious-based school, misbehavior still occurs during the learning process, which contradicts the values of the religion, where students are expected to respect and value the knowledge being imparted. In organizing education, Muhammadiyah is based on the basic values of Islam, it is hoped that the educational process in Muhammadiyah schools can instill progressive characters in insightful students, and not be outdated, but still adhere to the values from the Al-Quran (Suyatno et al., 2023).

Interviews with teachers (Mrs. X, 2024) who have been teaching at the school for a long time revealed that Muhammadiyah Islamic School was once known as a school for students expelled from their previous schools due to violations they committed. This history plays a significant role in triggering misbehavior among the students. Misbehavior significantly impacts student learning outcomes because it is the basis for the formation of attitudes and attitudes that can affect students' knowledge (Azhary et

al., 2020). Student success in learning is influenced by two primary factors: internal factors, which originate from within the students themselves, and external factors, which arise from their external environment (Lucas and Yunus, 2021). Research findings indicate several factors underlying the occurrence of misbehavior, which can be categorized into two main types: internal and external factors. Internal factors stem from the students themselves, such as a lack of interest in learning, a stronger desire to work rather than attend school, emotional instability, and limited self-awareness. Meanwhile, external factors include insufficient parental involvement, peer influence, and disinterest in certain activities, such as extracurricular programs conducted on a particular day. This is especially relevant given that Muhammadiyah Islamic School in North Bali implements a full-day school system, which impacts students' activities and motivation at school.

The consequences of such behavior include difficulties for teachers in conveying information and transferring knowledge, as well as distractions for other students who are seriously studying. Cases that occur in class 12th in English language learning where students show misbehavior in the implementation of learning. There are several efforts to overcome this bad behavior including several strategies. Such as issuing warning letters if verbal reprimands do not deter students, calling parents to be resolved in a family manner, and applying social sanctions. Teachers are encouraged to take decisive action during the learning process rather than waiting until the session is over, as this can disrupt the learning environment of other students. Collaboration between teachers, including counseling teachers and student affairs staff, is also very important to effectively deal with students who break the rules or disrupt the learning process.

"Usually if this child has been told many times, has been given a warning letter but still does not change, I ignore it. In class I don't reprimand, like I don't care anymore. After that, his other friends will see and feel afraid to get the same treatment from me" – Homeroom Teacher.

"If there are children who have problems, I will reprimand them, but I will talk to them personally. I talk to them casually, because the job of a counseling teacher is to facilitate students, not punish them." - Counseling Teacher.

4. CONCLUSION

The research conducted at Muhammadiyah Islamic School in North Bali found various types of misbehavior among 12th-grade students during English language classes. These behaviors include disrupting peers, not completing tasks, using inappropriate language, arriving late, skipping school frequently, and showing defiance toward rules. Despite being a religious-based institution, such behaviors persist, contradicting the school's core values. Interviews revealed that the school's history of accepting students with prior disciplinary issues may contribute to these challenges. Factors influencing misbehavior are categorized into two types, internal factors such as lack of interest in learning, emotional instability, low self-awareness, and a stronger desire to work than to go to school. And external factors such as lack of parental involvement, peer influence, disinterest in extracurricular programs, and full-day school system. These misbehaviors create difficulties for teachers in delivering lessons and distract serious

students. To address the issue, the school employs strategies such as verbal warnings, issuing warning letters, involving parents in discussions, and applying social sanctions. Teachers are encouraged to take immediate action during class and collaborate with counseling staff and student affairs personnel to manage and reduce these behaviors effectively.

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