

## TEACHERS' EMOTIONAL REGULATION AND NON-VIOLENT DISCIPLINE IN SCHOOLS: A QUALITATIVE STUDY WITHIN INDONESIA'S PPKSP POLICY

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**Abstract:** *The implementation of non-violent discipline has become an essential demand in Indonesian education following the issuance of the Prevention and Handling of Violence in Educational Institutions (PPKSP) policy. However, its implementation in classroom settings still faces challenges, particularly regarding teachers' ability to regulate emotions and respond to student misconduct constructively. This study aims to formulate a qualitative model of teachers' emotional regulation and assertive communication in implementing non-violent discipline within the PPKSP policy framework. This research employed an exploratory qualitative approach. Data were collected from 10 teachers at primary and secondary educational levels through open-ended written interviews administered via Google Forms and were analyzed using thematic analysis. The findings reveal that non-violent discipline is implemented through a structured process involving internal emotional regulation, assertive communication, and educational consequences. Based on these findings, this study proposes a model consisting of three interconnected stages: internal regulation, assertive communication, and educational consequences. The theoretical novelty of this study lies in positioning teachers' emotional regulation not merely as an individual psychological capacity, but as a pedagogical mechanism that connects positive discipline, classroom communication, educational consequences, and student character development within the Indonesian PPKSP policy context.*  
**Keywords:** *Emotional Regulation, Non-Violent Discipline, Teachers, Student Character.*

### INTRODUCTION

Violence in educational settings remains a serious challenge in Indonesia, particularly when teachers are confronted with severe student misconduct such as bullying, resistance to classroom authority, and violations of school regulations. The Regulation of the Minister of Education, Culture, Research, and Technology Number 46 of 2023 concerning the Prevention and Handling of Violence in Educational Units emphasizes that educational institutions are obligated to prevent and address violence systematically as part of efforts to create a safe,

dignified, and non-repressive learning environment.<sup>1</sup> This regulation prohibits both physical and psychological violence, requires the establishment of PPKSP teams in schools, and places disciplinary practices within the framework of child protection and the restoration of healthy learning relationships. Consequently, school discipline can no longer be understood merely as punishment, but rather as part of a humane and ethical effort to foster students' character development.

In line with this policy direction, contemporary educational psychology literature indicates that teachers' emotional regulation is a key factor in effective classroom management, the quality of teacher–student interactions, and the creation of a conducive learning climate. Emotional regulation is defined as the process of monitoring, evaluating, and modifying emotional experiences and expressions to align with situational demands.<sup>2</sup> Within the process model of emotional regulation, intervention points such as cognitive reappraisal and response modulation play a significant role in determining whether teachers' emotions lead to constructive actions or instead trigger violent responses.

Recent meta-analytical studies have demonstrated that adaptive emotional regulation strategies, particularly cognitive reappraisal and reflective practices, are positively associated with teachers' well-being, positive emotions, and healthier classroom interactions.<sup>3</sup> Observational classroom studies further reveal that when teachers manage situations effectively, redirect attention away from conflict triggers, and respond in a controlled manner, students' emotional regulation also develops, thereby fostering a classroom climate more conducive to reflective discipline.<sup>4</sup>

In this context, teachers' emotional regulation cannot be separated from assertive communication skills in conveying rules and responding to student misconduct. Non-violent discipline emphasizes the consistent enforcement of rules while maintaining respect for students' dignity, drawing upon the principles of “restorative education and positive discipline”

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<sup>1</sup> Kebudayaan Kementerian Pendidikan Riset, dan Teknologi Republik Indonesia (2023), *Peraturan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Nomor 46 Tahun 2023 Tentang Pencegahan Dan Penanganan Kekerasan Di Lingkungan Satuan Pendidikan*, Jakarta.

<sup>2</sup> James J. Gross (2015). 'Emotion Regulation: Current Status and Future Prospects', *Psychological Inquiry*, 26.1. 1–26

<sup>3</sup> Kathrin Aldrup, Britt Carstensen, and Uta Klusmann (2024), 'The Role of Teachers' Emotion Regulation in Widening or Narrowing Inequality in Students' Academic Outcomes: A Systematic Review', *Educational Psychologist*, 59.2. 89–110

<sup>4</sup> M Alarcón-Espinoza, P Samper, and M T Anguera (2024), 'Emotional Regulation in the Classroom: Detection of Multiple Cases from Systematic Observation', *Frontiers in Psychology*. 15

that cultivate responsibility through reflection, dialogue, and educational consequences.<sup>5</sup> Assertive communication enables teachers to establish boundaries clearly, calmly, and respectfully, allowing them to correct students without intimidation, reject inappropriate behavior without humiliation, and impose consequences without losing emotional control. Research has shown that assertive communication training can reduce classroom conflicts and bridge teachers' emotional responses with fair disciplinary practices.<sup>6</sup>

Therefore, emotional regulation and assertive communication constitute essential psychological prerequisites for implementing firm yet non-violent discipline.<sup>7</sup> Recent studies further indicate that effective character education requires the integration of values into learning activities, school culture, and teacher role modeling rather than merely relying on slogans or ceremonial programs.

From the perspective of Islamic education, emotional regulation is understood not merely as a psychological ability, but also as part of teachers' moral character development. Values such as patience (şabr), self-restraint, wisdom (hikmah), and compassion (rahmah) are essential principles in teacher–student interactions. In Islamic educational contexts, emotional regulation may also involve spiritual coping strategies such as prayer, dhikr, and ablution (wudhu').<sup>8</sup> These practices are relevant to this study because several teachers described religious self-calming strategies when dealing with student misconduct. Therefore, non-violent discipline in Islamic education is not only oriented toward controlling students' behavior, but also toward fostering character development through humane, reflective, and wisdom-based approaches.

In Indonesia, the Merdeka Curriculum and the strengthening of the Pancasila Student Profile reaffirm the role of teachers as moral and emotional role models who are expected to cultivate discipline, responsibility, and empathy through daily classroom interactions. Research by Marhamah and Damanik demonstrates that the implementation of the Pancasila Student Profile through routine school activities, such as prayer habituation, collaborative projects, and community service, can enhance students' responsibility and social awareness when supported

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<sup>5</sup> Jane Nelsen (2020), *Positive Discipline in the Classroom* (Crown House).

<sup>6</sup> Bettina Carstensen and Uta Klusmann (2021), 'Assertiveness and Adaptation: Prospective Teachers' Social Competence Development and Its Significance for Occupational Well-Being', *British Journal of Educational Psychology*, 91.2. 486–503

<sup>7</sup> Thomas Lickona (2018), *Educating for Character: How Our Schools Can Teach Respect and Responsibility*.

<sup>8</sup> Abdul Manan (2024), 'Pengaruh Mindfulness Islami Dalam Pendidikan Agama Islam Terhadap Regulasi Emosi Siswa Di Era Teknologi', *SCHOLASTICA: Jurnal Pendidikan Dan Kebudayaan*, 6.November. 67–74.

by consistent teacher role modeling.<sup>9</sup> Similarly, Murcahyanto and Mohzana found that school culture-based character education programs have integrated values effectively into institutional routines, although consistency in enforcing values such as honesty and responsibility remains weak when teachers fail to model emotional regulation and non-violent discipline.<sup>10</sup> Meanwhile, Aryadiningrat argues that students' discipline and responsibility are strongly developed when three elements operate simultaneously: clear school regulations, teachers' exemplary emotional regulation and non-violent disciplinary practices, and a supportive school social climate.<sup>11</sup> These findings indicate that, within the Indonesian context, student character development is closely related to teachers' emotional regulation capacities and the quality of teacher-student interactions in the classroom.

The PPKSP 2023 policy integrates these three dimensions—teachers' emotional regulation, non-violent discipline, and character development within a single normative framework. Schools are required to replace physical and verbally degrading punishments with educational consequences, restorative dialogue, and value-based regulations. Teachers are expected to possess competencies in emotional management and non-violent intervention when handling student misconduct. However, policy studies indicate that the implementation of PPKSP still faces various challenges, including limited teacher training, insufficient resources for PPKSP teams, and school cultures that remain unprepared to abandon traditional punitive approaches. Many teachers understand that violence is prohibited, yet not all possess practical strategies for maintaining authority without resorting to physical or humiliating punishment. This condition reveals a gap between policy demands and teachers' readiness to implement non-violent discipline effectively in classroom practice.

Although numerous studies have highlighted the importance of non-violent discipline and teachers' emotional regulation, most previous research has focused primarily on policy aspects, forms of misconduct, the impacts of school violence, or general character education programs. Existing studies have not sufficiently explained the internal pedagogical process through which teachers regulate their emotions and transform those emotions into assertive communication and educational consequences in classroom disciplinary practices.

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<sup>9</sup> Marhamah Marhamah and Syahrul Damanik (2025), 'Implementation of Character Building through Habituation of Discipline in Elementary School', *Jurnal Sosial, Wawasan, Dan Studi Edukasi (JSWSE)*, 3.1. 42–55

<sup>10</sup> H. Murcahyanto and M. Mohzana (2023), 'Evaluation of Character Education Program Based on School Culture', *Interdisciplinary Journal of Education*, 1.1. 53–67

<sup>11</sup> I. N. L. H. Aryadiningrat (2023), 'Forming the Character of Discipline and Responsibility Through Internalization of School Rules', *International Vocational and Career Education Journal (IVCEJ)*, 3.2. 119–29

Consequently, there remains a conceptual and practical gap in understanding how teachers maintain authority without using physical or verbally humiliating punishment, particularly within the implementation of Indonesia's PPKSP policy.

Furthermore, research integrating teachers' emotional regulation as a pedagogical mechanism for student character development within the context of Indonesia's PPKSP policy is still relatively scarce. Understanding this process is essential for bridging the gap between policy expectations and actual classroom practices. Therefore, this study aims to formulate a model of teachers' emotional regulation and assertive communication in implementing non-violent discipline based on teachers' empirical experiences in the field and to analyze its implications for student character development. This model is expected to contribute theoretically to educational psychology and Islamic education studies and practically to provide guidance for teachers in managing classrooms in a reflective, humane, and effective manner.

## **RESEARCH METHOD**

This study employed an exploratory qualitative approach to understand teachers' experiences in implementing non-violent discipline in accordance with the 2023 PPKSP policy. This approach was chosen because it enables researchers to explore subjective meanings, reflections, and strategies used by teachers within the context of everyday classroom practices.

Research participants were selected through purposive sampling, involving active teachers who had experience handling student misconduct and implementing non-violent disciplinary practices. Participant selection was based on the relevance of their experiences to the focus of the study. A total of 10 teachers participated in this research, consisting of teachers from elementary, junior high, and senior high school levels. Their subject backgrounds included Islamic Religious Education (PAI), Islamic Cultural History (SKI), and general subjects, with teaching experience ranging from novice teachers to teachers who had taught for several years. This composition was considered appropriate for an exploratory qualitative study aimed at obtaining experience-based data relevant to the development of the proposed model.

Data were collected through open-ended written interviews administered via Google Forms. This instrument was designed to provide participants with opportunities to describe their experiences, reflections, and strategies narratively. The use of Google Forms enabled participants to respond more flexibly and reflectively without the pressure commonly associated with face-to-face interviews. However, the researchers acknowledge that open-

ended written responses may not provide the same depth as in-depth interviews because follow-up questions could not be asked directly during data collection.

Data were analyzed using thematic analysis. The researchers repeatedly reviewed all participant responses to understand the context of the data, identified significant statements, and grouped them into similar patterns of meaning. These patterns were then organized into major themes, including teachers' understanding of discipline, responses to the PPKSP policy, emotional regulation, non-violent disciplinary practices, and their impact on student character development. Each theme was subsequently interpreted and connected with relevant theoretical frameworks. To strengthen trustworthiness, the researchers conducted repeated reading, coding comparison, peer discussion during theme development, and consistency checks between raw responses, emerging codes, and final themes. These procedures were used to reduce researcher bias and ensure that the themes remained grounded in participants' narratives. This process followed the thematic analysis approach, which emphasizes the systematic identification of patterns of meaning within qualitative data.<sup>12</sup>

## **DISCUSSION**

This study involved 10 teachers from several primary and secondary educational institutions. Most participants taught at the elementary school level (SD/MI), while others taught at the junior and senior high school levels (SMP/SMA) with diverse subject backgrounds, including Islamic Cultural History (SKI), Islamic Religious Education (PAI), and general subjects. Teaching experience also varied, ranging from novice teachers with only a few months of experience to teachers who had been teaching for several years. All participants voluntarily agreed to participate in the study and completed the interview questionnaire honestly and reflectively.

### **Teachers' Understanding of Discipline and Responses to the PPKSP Policy**

The findings of this study indicate that teachers understand discipline in two major dimensions. At the first level, discipline is perceived as obedience to school regulations, regular attendance, and the timely completion of assignments. This understanding is reflected in

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<sup>12</sup> Virginia Braun and Victoria Clarke (2021), 'Thematic Analysis: A Practical Guide', *Qualitative Research in Psychology*, 18.3. 328–50

teachers' statements emphasizing that discipline means students are "obedient to the rules applied at school" (G1) and "able to follow school regulations" (G9).

However, some teachers interpret discipline more reflectively as part of character development. Discipline is not merely understood as compliance, but also as awareness, responsibility, and self-control. One teacher emphasized that "good discipline emerges from awareness, not from fear" (G7), while another explained that discipline aims to help students regulate themselves, value time, and respect others (G8, G10).

These findings demonstrate a spectrum of understanding, ranging from discipline as normative obedience to discipline as a process of value internalization and character maturity. This shift indicates that some teachers have developed a more reflective and humane approach in understanding discipline as an integral part of character education.

In the policy context, the majority of teachers expressed positive attitudes toward the Regulation of the Minister of Education, Culture, Research, and Technology Number 46 of 2023 concerning the Prevention and Handling of Violence in Educational Units (PPKSP). Teachers viewed this policy as a significant step toward creating a safer learning environment and encouraging the use of educational consequences as alternatives to physical punishment (G6, G7).

Nevertheless, ambivalent attitudes also emerged, particularly when teachers faced repeated serious violations. One teacher expressed doubts regarding the effectiveness of non-violent approaches in handling certain cases (G2). This finding reflects the tension between policy expectations and the realities of classroom practice.

This ambivalence can be interpreted as a transitional tension between traditional punitive school cultures and the new normative demands of the PPKSP policy. Although teachers generally understand that physical and psychological violence are prohibited, some still perceive punitive responses as more effective when facing repeated or serious misconduct. This suggests that policy awareness alone is insufficient to transform disciplinary practices. Teachers also need practical competencies in emotional regulation, assertive communication, restorative dialogue, and the design of educational consequences so that authority can be maintained without resorting to violence.

Overall, the PPKSP policy has influenced how teachers implement discipline, particularly by increasing caution and encouraging more educational approaches to handling student misconduct. However, its implementation still faces challenges, especially in translating the principles of non-violent discipline into concrete actions in complex disciplinary situations.

These findings are consistent with previous studies indicating a shift in character education from punishment-based approaches toward more participatory and contextual value-based learning.<sup>13</sup> Discipline is positioned as an integral component of character education, as emphasized in the framework of moral knowing, moral feeling, and moral Action.<sup>14</sup> Furthermore, several studies have shown that the success of value-based discipline largely depends on the consistency of school culture and teachers' role modeling as the primary figures in the educational Environment.<sup>15</sup>

Within the policy context, although the PPKSP policy has provided a clear normative framework, various studies indicate that schools still face difficulties in implementing the policy operationally.<sup>16</sup> The findings of this study reinforce that the success of non-violent discipline is determined not only by formal regulations, but also by teachers' ability to regulate emotions, interpret discipline reflectively, and adapt disciplinary practices to classroom dynamics.

### **Firm and Educational Non-Violent Discipline Practices**

The findings indicate that, in daily classroom practice, teachers implement non-violent discipline through a gradual pattern consisting of verbal warnings, dialogue, and the application of educational consequences. Teachers generally begin with verbal reprimands, followed by explanations regarding students' mistakes, and if violations are repeated, educational actions are applied (G2). This practice is also reflected in teachers who reprimand students respectfully, explain the mistakes committed, and then assign classroom cleaning duties or other tasks as forms of consequences (G1, G9).

Educational consequences emerged as the dominant strategy. For minor violations, students were asked to correct their behavior directly, while for more serious misconduct teachers engaged students in dialogue, assigned additional tasks related to learning activities, or involved homeroom teachers and school counselors (G5). Consequences such as classroom cleaning tasks or written reflections demonstrate teachers' efforts to encourage students to understand the impact of their behavior rather than merely creating a deterrent effect (G7, G10).

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<sup>13</sup> Yulianto Hadi and others (2025), 'A Systematic Literature Review on Character Education Strategies in Primary and Secondary Schools', *Journal of Educational Research and Practice*, 3.2. 321–40

<sup>14</sup> Thomas Lickona (2018), *Educating for Character: How Our Schools Can Teach Respect and Responsibility*.

<sup>15</sup> Umar and others (2024), 'Integrity Character Education in Indonesia: Systematic Literature Review and Bibliometric Analysis', *AL-ISHLAH: Jurnal Pendidikan*, 16.4. 5457–72

<sup>16</sup> Sri Ningsih, Bhakti Setya Ningrum, and M Fathan Januar (2025), 'Strategi Implementasi Kebijakan Pencegahan Dan Penanganan Kekerasan Di Lingkungan Satuan Pendidikan', *Agro Maritim Education Journal*, 7.1.

These findings indicate that teachers attempt to balance firmness and humane approaches in implementing discipline. Discipline is no longer interpreted merely as punishment, but rather as a learning process aimed at fostering students' responsibility and self-awareness.

These findings are consistent with the concept of positive discipline, which emphasizes the enforcement of rules without violence while maintaining students' sense of responsibility.<sup>17</sup> Within this framework, discipline functions to build awareness and repair relationships rather than simply produce fear or deterrence. In addition, assertive communication practices are evident in the way teachers deliver reprimands firmly, clearly, and while still respecting students' dignity.<sup>18</sup>

Several studies have also demonstrated that educational consequences such as reflective assignments, social responsibility tasks, and classroom agreements contribute to improving students' discipline and intrinsic motivation.<sup>19</sup> These findings reinforce the view that non-violent disciplinary approaches are not only effective in reducing classroom conflicts but also play a significant role in shaping students' character through meaningful learning experiences.

Thus, the non-violent disciplinary practices implemented by teachers in this study demonstrate a shift from repressive approaches toward educational approaches that emphasize dialogue, responsibility, and the internalization of values within the learning process.

### **Teachers' Emotional Regulation in Handling Student Misconduct**

The findings indicate that almost all teachers experienced negative emotions such as anger, frustration, and disappointment when dealing with student misconduct, particularly when violations occurred repeatedly. However, the primary difference lay in how teachers responded to and managed these emotions.

Some teachers demonstrated adaptive emotional regulation abilities through various strategies. One teacher stated that when emotions intensified, they chose to "perform ablution (wudhu') and remember that students are part of a teacher's test" (G2). Another teacher explained that they temporarily left the classroom to calm down before returning to handle the

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<sup>17</sup> Richard L. Curwin and Allen N. Mendler (2018), *Discipline with Dignity* (ASCD,).

<sup>18</sup> Chris Smith (2021), 'Teacher Assertiveness and Classroom Discipline', *Teaching and Teacher Education*, 99, 103273

<sup>19</sup> N. Sari and D. Rahmawati (2024), 'Penerapan Disiplin Positif Dalam Pembentukan Karakter Anak Di Sekolah Dasar', *Sunergeo: Jurnal Teologi Dan Pendidikan Kristen*, 1.1. 40–58

students more rationally (G5). Other strategies identified included taking deep breaths, delaying responses, and interpreting student misconduct as part of the learning process (G5, G8).

These findings suggest that emotional regulation is not merely a spontaneous response, but rather a conscious process involving self-control, reflection, and reinterpretation of situations. Teachers not only manage students' behavior, but also regulate their own emotional conditions as the basis for making disciplinary decisions.

Theoretically, this pattern is consistent with the emotional regulation model emphasizing cognitive reappraisal and response modulation strategies.<sup>20</sup> These strategies have been shown to contribute to the creation of a more supportive classroom climate while reducing the risks of conflict and teacher stress. Conversely, failure to regulate emotions may encourage impulsive responses that lead to repressive disciplinary practices.<sup>21</sup>

From the perspective of social learning theory, teachers' emotional regulation also serves a pedagogical function. Students do not merely receive rules, but also learn by observing how teachers respond to difficult situations. When teachers are able to control anger, remain calm, and maintain firmness, students gain concrete models of self-control and constructive conflict resolution.<sup>22</sup>

These findings reinforce that emotional regulation constitutes the primary foundation for implementing non-violent discipline. Without such abilities, teachers risk reverting to harsh punitive practices despite normatively understanding the prohibition of violence within educational policies.

### **The Impact of Non-Violent Discipline on Student Character Development**

The findings indicate that the majority of teachers perceived the implementation of non-violent discipline as having a positive impact on students' character development. Teachers stated that this approach encourages the growth of self-awareness, responsibility, and students' ability to control their behavior. One teacher explained that non-violent discipline helps students "develop awareness of the discipline that must be obeyed and become responsible for

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<sup>20</sup> James J. Gross (2015). 'Emotion Regulation: Current Status and Future Prospects', *Psychological Inquiry*, 26.1. 1–2

<sup>21</sup> Yi Wang, Fengyu Zai, and Xiaoyong Zhou (2025), 'The Impact of Emotion Regulation Strategies on Teachers' Well-Being and Positive Emotions: A Meta-Analysis', *Behavioral Sciences*, 15.3. 342

<sup>22</sup> Audra, OA Siregar and Diah Karmiyati (2024), 'Delinquent Behaviour: An Analysis of Albert Bandura's Social Learning Theory', *International Conference on Psychology and Education (ICPE)*, 3.1. 1–7

their actions” (G1), while another teacher emphasized improvements in students’ independence, self-confidence, and decision-making abilities (G5).

In addition, teachers observed more concrete behavioral changes, such as increased courage among students to admit mistakes, greater openness in dialogue, and increased carefulness in behavior (G6, G7, G10). This indicates that when educational consequences and reflective dialogue are consistently implemented, students not only comply with rules but also understand the meaning behind those rules.

These findings suggest that non-violent discipline functions not only as a behavioral control mechanism, but also as a means of value internalization. Rules are no longer perceived as threats, but rather as part of the process of self-development and the protection of the learning environment. This finding is consistent with previous studies showing that positive discipline approaches can improve students’ responsibility, self-regulation, and engagement in learning.<sup>23</sup>

From a broader perspective, these impacts can be understood across three interconnected levels. At the micro level, teachers’ ability to regulate emotions contributes to the creation of safe and supportive classroom interactions. At the meso level, practices such as classroom agreements, value habituation, and teacher–student involvement in formulating classroom rules strengthen a consistent disciplinary culture. Meanwhile, at the macro level, the PPKSP policy provides a normative framework supporting the establishment of violence-free learning environments, although its implementation still faces challenges.

Nevertheless, teachers also emphasized the importance of systemic support to ensure the sustainability of these practices, including emotional regulation training, strengthening assertive communication skills, and establishing clear procedures for handling student misconduct. This indicates that the effectiveness of non-violent discipline depends not only on individual teachers’ capacities, but also on institutional support and overall school culture.

Thus, non-violent discipline in this study contributes not only to short-term behavioral changes, but also to the development of students’ reflective, responsible, and socially adaptive character.

### **Model of Emotional Regulation and Non-Violent Discipline**

Based on the overall findings of this study, a model of emotional regulation and non-violent discipline can be formulated to illustrate the integrative process between emotional

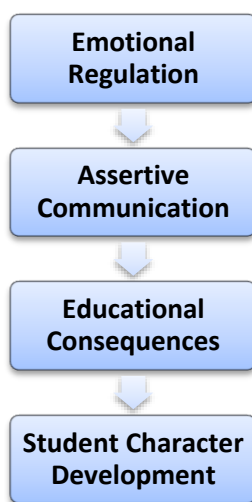
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<sup>23</sup> Yi Wang, Fengyu Zai, and Xiaoyong Zhou (2025), ‘The Impact of Emotion Regulation Strategies on Teachers’ Well-Being and Positive Emotions: A Meta-Analysis’, *Behavioral Sciences*, 15.3. 342.

aspects, communication, and pedagogical actions in classroom discipline practices. This model demonstrates that non-violent discipline does not occur spontaneously, but rather through structured and interconnected stages.

The model developed in this study is presented in Figure 1, illustrating the relationship between emotional regulation, assertive communication, and educational consequences in shaping students' character development.

*Figure 1 Teachers' Emotional Regulation Model*



The first stage is internal regulation, which refers to teachers' ability to manage their emotions before responding to student misconduct. At this stage, teachers exercise self-control through various strategies such as delaying responses, taking deep breaths, engaging in reflection, or applying religious approaches such as praying and performing ablution (wudhu). Internal regulation becomes the primary foundation that determines the quality of teachers' responses, because without emotional control, teachers may provide impulsive reactions that lead to repressive disciplinary practices.

An important feature of internal regulation in this study is the presence of religious coping strategies. Some teachers did not only rely on psychological techniques such as delaying responses or taking deep breaths, but also used spiritual practices such as prayer and ablution (wudhu') to calm themselves before responding to students. In the context of Islamic education, this indicates that emotional regulation may operate simultaneously as a psychological, moral, and spiritual process. Teachers' ability to restrain anger, reflect before acting, and respond with

wisdom reflects Islamic pedagogical values such as *ṣabr*, *ḥilm*, and *raḥmah*. Therefore, the proposed model offers a potential contribution to Islamic educational discourse by integrating emotional regulation, spiritual self-control, and humane disciplinary practice.

The second stage is assertive communication, namely teachers' ability to deliver reprimands clearly and firmly while still respecting students' dignity. At this stage, teachers not only explain students' mistakes, but also provide rational explanations and create opportunities for dialogue. Assertive communication enables fair and respectful interactions, allowing students to understand the consequences of their behavior without feeling personally attacked.

The third stage is educational consequences, which refer to disciplinary actions intended to educate rather than punish. The forms of consequences identified in this study include reflective assignments, social responsibilities such as classroom cleaning, and involvement in activities aimed at improving behavior. These consequences are designed to foster awareness, responsibility, and students' self-regulation abilities.

These three stages are interconnected and form a disciplinary cycle oriented toward value-based learning. Emotional regulation enables more constructive communication, assertive communication strengthens the effectiveness of educational consequences, and the entire process contributes to the development of students' character.

Thus, this model confirms that non-violent discipline is not merely an alternative to physical punishment, but rather a pedagogical approach that positions teachers as reflective actors who integrate emotional aspects, communication, and pedagogical actions within the educational process.

At the same time, this model should be interpreted with caution because it is based on teachers' self-reported narratives. Participants may describe their disciplinary practices in socially desirable ways, especially because non-violent discipline is strongly supported by current educational policy. Therefore, the model should be understood as an exploratory conceptual formulation that requires further validation through classroom observation, in-depth interviews, and studies involving broader participant groups.

## **CONCLUSION**

This study demonstrates that non-violent discipline in classroom practice depends not only on compliance with rules, but also on teachers' ability to regulate emotions, communicate assertively, and implement educational consequences. The findings reveal that teachers'

understanding of discipline has shifted from a normative approach toward a more reflective approach oriented toward student character development.

The primary contribution of this study lies in the formulation of a model of emotional regulation and non-violent discipline consisting of three main stages: internal regulation, assertive communication, and educational consequences. This model demonstrates that non-violent discipline is a structured pedagogical process in which teachers' emotional regulation serves as the foundation for constructive communication and the implementation of educational disciplinary actions.

The findings also confirm that non-violent discipline contributes to the development of students' character, particularly in terms of responsibility, self-awareness, and social competence. However, the implementation of this approach still faces challenges, especially in translating policy into concrete classroom practices and in addressing repeated serious misconduct.

Practically, the results of this study imply the importance of strengthening teachers' capacities through emotional regulation and assertive communication training, as well as establishing clear positive discipline procedures at the school level. Therefore, non-violent discipline should not merely function as a policy demand, but should also be effectively implemented as part of a humane and sustainable character education process.

This study has several limitations. First, the data were collected through open-ended written responses, which may limit the depth of interaction between researchers and participants. Second, the findings are based on a small number of teachers and therefore cannot be generalized to all educational contexts. Third, the reliance on self-reported data may involve social desirability bias, particularly because teachers may present their disciplinary practices in a more positive manner. Future research should involve in-depth interviews, classroom observations, and larger participant groups to further validate and refine the proposed model.

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