

Prioritizing Aspects of Disciplinary Behaviour in Private Islamic Elementary Schools Using Analytic Network Process (ANP)

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ABSTRACT

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Disciplinary behaviour in private Islamic elementary schools is shaped by multiple and interdependent factors involving educators, disciplinary methods, learning materials, facilities, and the broader school–family environment. However, existing approaches often identify disciplinary factors without establishing a clear priority order for strategic intervention. This study aims to identify, model, and prioritize the aspects of disciplinary behaviour that should receive greater attention in private Islamic elementary schools. The study employed the Analytic Network Process (ANP) to capture interdependencies and feedback among disciplinary aspects and to derive their relative priority weights through pairwise comparisons and super-matrix synthesis. The analysis involved four main clusters: Educator, Methods, Materials, and Facilities, together with disciplinary attitude outcomes. The results indicate that Educator was the most influential cluster, with a global priority weight of 0.39, followed by Methods (0.24), Materials (0.20), and Facilities (0.15). At the sub-criterion level, Parents (0.51), Teachers (0.29), Religious–moral Content (0.48), and Role Modelling (0.34) emerged as among the most influential elements. The priority outcomes were Obedient (0.33), Responsible (0.27), Respectful and Polite (0.21), and Not-Bullying (0.11). These findings indicate that disciplinary behaviour is primarily shaped by educator-related and value-based factors, particularly parental involvement, teacher influence, moral instruction, and role modelling. The study contributes an ANP-based priority framework that can support evidence-based intervention planning, resource allocation, and character-education strategies in private Islamic elementary schools.



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Introduction

Prioritizing aspects involves a structured process of deciding what is most important by assessing urgency and importance (SPS, 2023) and weighing expected impact against required effort Tristancho (2024). Disciplinary behavior is a key element of elementary education because it supports effective instruction and is closely associated with school and classroom conditions that reduce problem behaviors and promote student success (IES, 2008; NASP, 2020; Wang & Degol, 2016). It's also supporting the development of students' self-regulation, social responsibility, and engagement in learning activities (Lickona, 1991; Bear, 2010; Paul, 2011). Clear behavioral expectations, fairness, and supportive teacher–student relationships have been shown to reduce disruptive behavior and promote positive conduct (Setyowati, 2019; Worlds Bank, 2023). In private Islamic elementary schools, discipline also carries a moral–religious dimension, being integrated into character education through values of 'adab' (proper manners) and 'akhlaq' (moral character), daily habituation of worship routines, teacher role-modelling, and school culture that emphasizes Islamic identity formation (Halstead, 2004; Saepudin, 2023; Arif et al., 2024; Pamuji & Mulyadi, 2024; Komalasari et al., 2025). Because private Islamic elementary schools integrate pedagogical goals with faith-based character formation, disciplinary behavior is shaped by multiple interconnected

factors, including teacher practices, religious habituation, peer interactions, and parental involvement. As a result, discipline functions as a complex behavioral system rather than a single classroom concern (Lickona, 1991; Halstead, 2004; Wang & Degol, 2016; Saepudin, 2023; Arif et al., 2024; Pamuji & Mulyadi, 2024; Komalasari et al., 2025).

Although the importance of discipline is well established, schools frequently face practical uncertainty about which aspects of disciplinary behavior should be strengthened first, particularly when time, funding, and implementation capacity constrain sustained adoption of evidence-based practices (IES, 2008; Pinkelman, 2015; Lyon, 2017). Contemporary discipline scholarship stresses that effective interventions must focus on high-leverage drivers, e.g., teacher feedback, clarity of expectations, relational climate, or home–school consistency, because these factors interact and collectively determine behavioral outcomes (Smith et al., 2021; IRIS Center, n.d.; Olsen, 2015; CAIE, 2022). This networked nature is especially evident in Islamic elementary schools, where discipline is shaped simultaneously by school culture, teacher moral exemplars, structured religious routines, and parental support, with each element reinforcing (or weakening) the others (Halstead, 2004; Siregar, 2021; Jakandar et al., 2025; Hadi & Prayogi, 2025). Therefore, a method able to evaluate interdependence and feedback among aspects is needed. The Analytic Network Process (ANP) was designed for such conditions: it generalizes the Analytic Hierarchy Process (AHP) by allowing dependence and feedback among criteria, represents relationships in a network structure, and derives priority weights from expert judgments using pairwise comparisons and super-matrix synthesis (Saaty, 2005; Saaty & Vargas, 2013). Applying ANP in this study, therefore, provides a systematic, evidence-based prioritization of disciplinary behavior aspects, supporting strategic intervention planning in private Islamic elementary schools while ensuring consistency with institutional educational objectives and Islamic character-building values (Saaty, 2005; Saaty & Vargas, 2013; Halstead, 2004).

State-of-the-art school-discipline research views disciplinary behavior as a multidimensional, systemic outcome shaped by several mutually reinforcing factors rather than a single variable (Sugai & Horner, 2002; Wang & Degol, 2016). Contemporary frameworks emphasize that discipline develops through interactions among behavioral expectations, instruction in prosocial conduct, classroom climate, teacher–student relationships, and family–school partnerships, all situated within a schoolwide support system (PBIS, n.d.; IES, 2008). Centre on PBIS describes schoolwide PBIS as a multi-tiered framework that establishes a social culture and behavior supports to improve outcomes and is designed to address student, family, and community needs — matching the “schoolwide support system” framing (PBIS, n.d.). At the same time, the field has shifted from exclusionary or zero-tolerance traditions toward positive, preventive, and developmental approaches such as positive behavioral interventions and supports (PBIS, often called PBS), social-emotional learning (SEL), and restorative practices, which aim to build self-regulation, responsibility, and community belonging (APA, 2008; Durlak et al., 2011; Yoho, Fenning, & Clayton, n.d.; PBIS, 2025). Because these aspects operate as a network (e.g., classroom norms shape motivation and peer dynamics, teacher modelling influences social interactions, and SEL-skills support behavioral self-regulation), recent frameworks increasingly emphasize prioritizing high-leverage practices first so that schools can target interventions under real resource constraints and maximize behavioral impact (Durlak et al., 2011; IES, 2024; PBIS, 2023; Lyon, 2017).

In private Islamic elementary schools, (i) a foundational Islamic-education source that frames Islamic schooling as inherently moral/character oriented (Halstead, 2004; Uri & Harahap, 2025), and (ii) empirical/review studies showing that habituation of religious routines and “school culture + teacher modelling + parent collaboration” are used to build students’ religious character in (Islamic) primary settings (Nurizah & Amrullah, 2024; Hadi & Prayogi, 2025). Contemporary scholarship commonly frames discipline as inseparable from Islamic character education, where disciplined behavior is cultivated through “adab” (proper manners) and ‘akhlaq’ (moral character), and strengthened through consistent habituation of religious routines embedded in school culture and teaching practice (Halstead, 2004; Uri & Harahap, 2025; Nurizah & Amrullah, 2024; Hadi & Prayogi, 2025). Research in Indonesian and broader Islamic-education contexts highlights that (i) Islamic-education theory (Cahyanto et al., 2024; Halstead, 2004) and (ii) empirical studies from Indonesian Islamic schooling documenting school culture, teacher exemplars, Qur’anic/worship habituation, and curriculum-based character integration (Halstead, 2004; Firmanto & Masnawati, 2025). The discipline is reinforced via school culture, exemplary teacher conduct, daily worship and Qur’anic practices, structured routines, and explicit integration of character values into the curriculum (Cahyanto et al., 2024; Setyowati, 2019; Firmanto & Masnawati, 2025). At the same time, (i) Islamic-

education scholarship showing discipline/character is embedded in moral–religious formation and habituation practices (Epstein, 2016; Hadi & Prayogi, 2025), and (ii) school–family partnership research showing discipline/character outcomes depend on alignment between school and home (Victorynie et al. 2020; Wasehudin et al., 2024). In current findings, stress context-specific challenges and interdependence: discipline depends on alignment between school and home, the strength of parental involvement, and students’ consistency in carrying good habits beyond school, making disciplinary behavior a culturally and spiritually situated network of influences rather than a standalone classroom issue (Epstein, 2016; Siregar, 2021; Victorynie et al., 2020; Wasehudin et al., 2024).

Methodologically, educational decision research increasingly uses multi-criteria decision-making (MCDM) tools to address complex school problems involving multiple determinants with perspectives (Maral & Özdemir, 2025), and the ANP is among the more advanced MCDM methods when interdependence and feedback must be modelled explicitly (Maral & Özdemir, 2025; Saaty, 2005; Mu, Cooper, & Peasley, 2020). The ANP, developed by Saaty (Saaty, 2005), generalizes the AHP by replacing a strict hierarchical structure with a network model that allows dependence and feedback among criteria and by deriving priority weights through pairwise comparisons and super-matrix synthesis (Saaty, 2005; Saaty & Vargas, 2013). This capability explains why ANP has been widely applied in contexts where factors influence one another, a condition frequently encountered in educational decision-making, such as performance evaluation, prioritization of improvement indicators, and modelling of policy or character-education components (Mu, Cooper, & Peasley, 2020; Maral & Özdemir, 2025). Accordingly, the use of ANP to prioritize aspects of disciplinary behavior represents a contemporary, methodologically robust approach for capturing fundamental interrelationships and producing an evidence-based priority map to guide school-level action.

Even though recent discipline research recognizes disciplinary behavior as multidimensional and influenced by classroom climate, teacher–student relationships, and schoolwide systems, most studies still stop at describing or correlating factors rather than producing an explicit priority order that schools can directly use for decision-making (Wang & Degol, 2016; PBIS, n.d.; Sprague, n.d.). In other words, the literature shows what matters, but rarely clarifies what matters most first under real constraints (Welsh & Little, 2018; Wang & Degol, 2016; Rodriguez & Welsh, 2022; Maral & Özdemir, 2025). In addition, many discipline frameworks lean on general/basic education settings or Western-derived policy models (Bal, Afacan, & Cakir, 2018; Skiba, Arredondo, & Williams, 2014; Skiba, n.d.); they do not fully capture the culturally embedded and faith-oriented mechanisms that shape discipline in Islamic schooling environments, such as religious habituation, “adab” and ‘akhlaq’ cultivation, and moral role-modelling (Halstead, 2004; Nurizah & Amrullah, 2024; Cahyanto et al., 2024; Susilowati, 2023). This leaves a practical gap for private Islamic elementary schools: schools may recognize many relevant aspects, but they lack an evidence-based ranking tailored to their own educational–religious ecosystem (Maral & Özdemir, 2025; Halstead, 2004; Cahyanto et al., 2024).

Methodologically, the ANP is specifically designed to model interdependence and feedback among criteria through a network representation and super-matrix synthesis, and it is increasingly recommended for complex decision contexts where factors influence one another (Saaty, 2005; Mu, Cooper, & Peasley, 2020; Saaty, 2004). Although ANP applications in educational decision-making are growing, published ANP studies that focus explicitly on school-discipline prioritization—particularly in Islamic primary school contexts—are comparatively scarce within the mapped education MCDM literature (Maral & Özdemir, 2025; Dzakiyyah & Rindaningsih, 2023; Poonikom, 2009). Many existing education- or character-related prioritization studies still rely on simpler hierarchical weighting approaches, such as AHP, or on models that assume independence among determinants—an assumption that is problematic when criteria are interdependent (Saaty, 2004; Wang & Degol, 2016).

This mismatch is salient for disciplinary behavior, where classroom climate, teacher–student relationships, peer dynamics, and family–school alignment inter-act within schoolwide systems (PBIS, 2025; Wang & Degol, 2016). Moreover, Islamic primary schooling contexts embed discipline within moral–religious formation through habituation of worship routines, exemplary conduct, and character cultivation consistent with ‘adab’/‘akhlaq’ (Halstead, 2004; Cahyanto et al., 2024). Therefore, the research gap addressed in this study is threefold: (i) producing a defensible priority ranking of disciplinary aspects rather than a flat list, (ii) grounding that ranking in the distinctive moral–religious environment of private Islamic elementary schools, and (iii) using ANP to capture real-world interrelationships among disciplinary

determinants to yield an actionable priority map for school policy and intervention (Saaty, 2005; Maral & Özdemir, 2025).

This study has a clear opportunity to contribute both substantively and methodologically. Substantively, it extends contemporary discipline scholarship—which increasingly frames discipline as a multidimensional, system-level outcome shaped by interacting aspects of school climate and schoolwide supports, and which has shifted away from exclusionary traditions toward more preventive and developmental approaches—by producing an explicit priority map of which aspects matter most in practice for elementary students (APA, 2008; Sugai & Horner, 2002; Wang & Degol, 2016). That priority focus is especially novel in the context of private Islamic elementary schools, where disciplinary behavior is cultivated not only through pedagogical systems but also through Islamic character formation and school culture, including daily habituation practices such as congregational prayers, ‘dhuha’ prayer, Qur’anic reading/writing routines, and teacher role-modelling (Cahyanto et al., 2024; Halstead, 2004). Methodologically, applying the ANP offers novelty because ANP is designed to model interdependence and feedback among criteria in a network structure and to derive priority weights through pairwise comparisons and super-matrix synthesis, which aligns with the real structure of discipline determinants (e.g., reciprocal relations among modelling, motivation, norms, routines, and home alignment) (Mu, Cooper, & Peasley, 2020; Saaty, 2004; ; Saaty, 2005). Together, these contributions generate evidence-based guidance that is contextually Islamic and systems-aware, giving schools a decision-ready ranking rather than a flat list of factors (Maral & Özdemir, 2025).

The objective of this research is to identify, model, and prioritize the key aspects of disciplinary behavior in private Islamic elementary schools by using the ANP. Specifically, the study objectives are to: (i) determine the relevant disciplinary aspects grounded in private Islamic elementary-school practice and character education; (ii) analyze the interrelationships and mutual influence among these aspects in a network structure; and (iii) calculate their relative priority weights and final ranking through ANP pairwise comparison and super-matrix synthesis (Saaty, 2005; Saaty, 2004; Cooper & Wedley, n.d.). By accomplishing these aims, the research seeks to provide a validated priority framework that supports strategic school interventions aligned with both practical discipline principles and Islamic moral–religious educational goals (Cahyanto et al., 2024; Halstead, 2004).

Method

This study employed a quantitative decision-analysis design using the Analytic Network Process (ANP) to prioritize the aspects influencing disciplinary behaviour in private Islamic elementary schools. ANP was selected because disciplinary behaviour is not formed through independent factors but through interconnected relationships among educators, disciplinary methods, instructional materials, facilities, and behavioural outcomes. Unlike a conventional hierarchical approach, ANP accommodates dependence and feedback among elements through a network structure and derives priority weights through pairwise comparisons and super-matrix synthesis (Saaty, 2004, 2005; Saaty & Vargas, 2013). The study was situated within private Islamic elementary schools, where disciplinary behaviour is closely associated with Islamic character formation, *adab*, *akhlak*, religious habituation, and alignment between school and family environments. Primary data were obtained from purposively selected experts with professional experience relevant to student discipline and Islamic elementary education. The intended expert categories included school principals or vice principals, senior classroom teachers, Islamic religious and character-education coordinators, and school counsellors or foundation representatives. These experts provided judgments concerning the relative influence and interdependence of the identified disciplinary aspects. The use of expert judgment is consistent with ANP, in which intangible and interdependent criteria are evaluated through structured pairwise comparisons (Saaty, 2004, 2005; Mu, Cooper, & Peasley, 2020). The ANP model consisted of four principal clusters: Educator, Methods, Materials, and Facilities, connected to the Disciplinary Attitude Outcomes cluster. Educator comprised parents, teachers, and society/community; Methods included role modelling, habituation, reward, discussion, and punishment; Materials consisted of religious–moral content, environment, and curriculum; while Facilities included school uniform, classroom setting, foods and beverages, and nature or media. These elements were derived from the literature and contextual characteristics of Islamic elementary education. The primary research instrument was a structured pairwise-comparison questionnaire based on Saaty’s fundamental 1–9 scale. Comparisons were conducted within clusters to determine local priorities and between clusters to identify influence and dependence. Before pairwise scoring, a dependency or relationship checklist or FGD guide was used to identify relevant inner and outer relationships among the network elements.

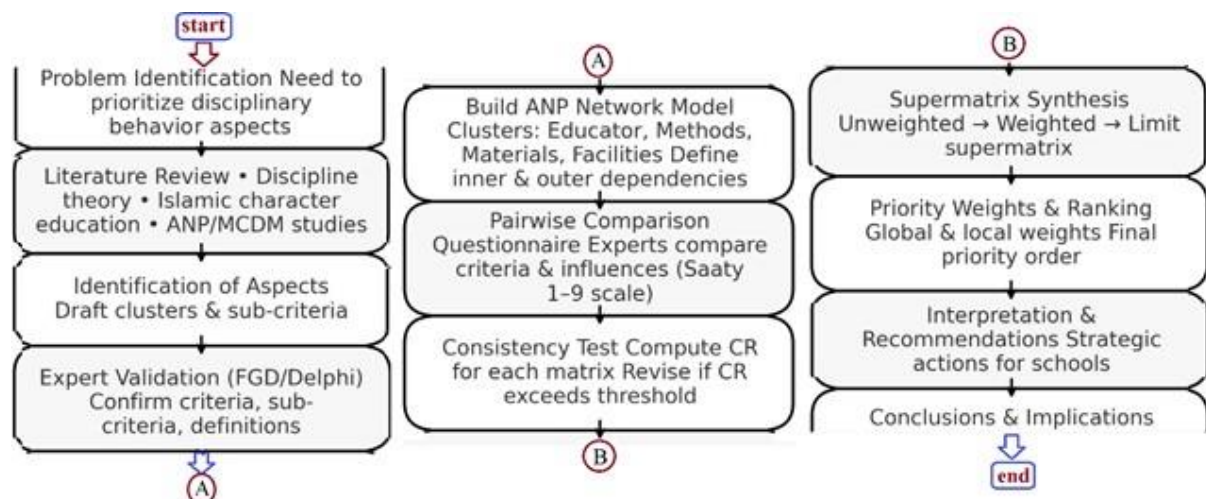


Figure 1. A schematic diagram of the research methods

The data analysis followed a sequential ANP procedure. First, the disciplinary problem and relevant aspects were identified through the literature and the contextual characteristics of Islamic elementary education. Second, the identified criteria and sub-criteria were subjected to expert validation. Third, the validated elements were organized into an ANP network by specifying their dependence and feedback relationships. Fourth, experts completed pairwise comparisons using Saaty's 1–9 scale. Fifth, the comparison matrices were examined for consistency using the Consistency Ratio (CR). Sixth, the judgments were synthesized through the unweighted and weighted super-matrices, followed by limit-matrix convergence to obtain the final priority weights. Spreadsheet tools were used to organize expert judgments and document calculations, while ANP software such as SuperDecisions or an equivalent application was used to construct the network and support super-matrix calculations. Finally, global and local priority weights were ranked and interpreted to identify the disciplinary aspects with the greatest strategic importance. The resulting priorities were used to formulate recommendations for school-level intervention and resource allocation. This analytical procedure was designed to produce an evidence-based priority map rather than merely a descriptive list of disciplinary factors.

Results and Discussion

Identification of Disciplinary Behavior Aspects

Based on a literature review and expert judgment, disciplinary behavior in private Islamic elementary schools was structured into four main aspects (clusters): Educator, Methods, Materials, and Facilities, each comprising several sub-aspects. These aspects collectively influence Disciplinary Attitude Outcomes, namely obedient, responsible, respectful and polite, and not bullying. The conceptual structure of disciplinary behavior aspects and outcomes is shown in Figure 2.

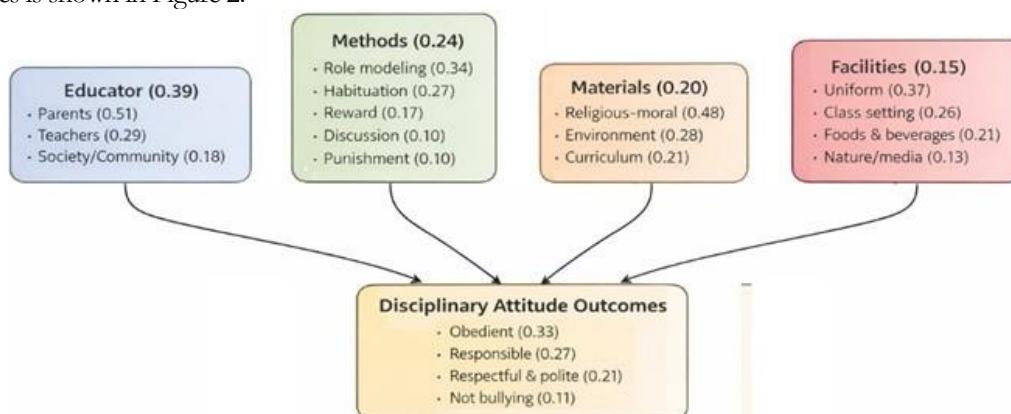


Figure 2. Conceptual structure of disciplinary behavior aspects and outcomes

Figure 2 presents the conceptual structure of the disciplinary behavior model. The Educator cluster consists of parents, teachers, and society/community. The Methods cluster includes role modelling, habituation, reward, discussion, and punishment. The Materials cluster comprises religious–moral content, environment, and curriculum, while the Facilities cluster includes school uniform, class setting, foods and beverages, and nature/media.

ANP Interdependency Network Modelling

The second objective involved modelling the interdependencies among disciplinary aspects using ANP. The ANP interdependency network among clusters and disciplinary attitude outcomes is shown in Figure 3

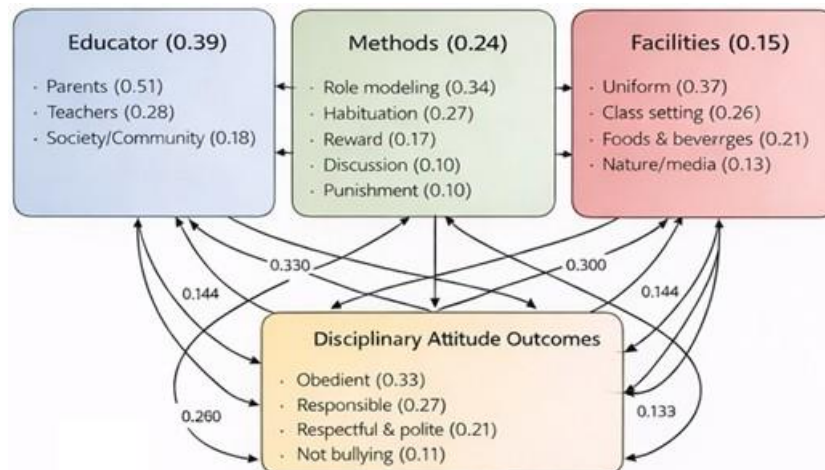


Figure 3. ANP interdependency network among clusters and disciplinary attitude outcomes

Figure 3 illustrates the ANP interdependency network among clusters and disciplinary attitude outcomes.

Bidirectional relationships are observed among Educator, Methods, Materials, and Facilities, indicating mutual influence and feedback. Educators influence the implementation of methods, the selection of materials, and the use of facilities, while these elements simultaneously affect educators' practices. Numerical values along the arrows represent relative influence strengths obtained from expert pairwise comparisons. This network confirms that interdependent relationships rather than independent criteria characterize disciplinary behavior.

Priority Weights and Final ANP Synthesis

The final ANP synthesis produced global and local priority weights for all clusters, sub-aspects, and outcomes. The weighted ANP network is shown in Figure 4.

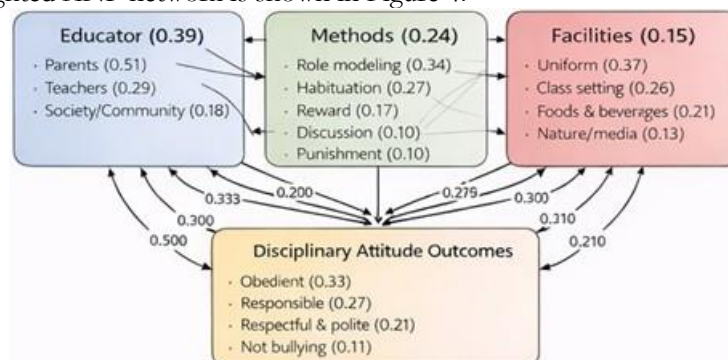


Figure 4. The weighted ANP network

Figure 4 shows the cluster level. At the cluster level, Educator obtained the highest global weight (0.39), followed by Methods (0.24), Materials (0.20), and Facilities (0.15).

Within the Educator cluster, parents ranked highest (0.51), followed by teachers (0.29) and society/community (0.18). In the Methods cluster, role modelling (0.34) and habituation (0.27) were prioritized above reward (0.17), discussion (0.10), and punishment (0.10). The Materials cluster was dominated by religious–moral content (0.48), followed by environment (0.28) and curriculum (0.21). In the Facilities cluster, school uniform (0.37) and class setting (0.26) received the highest priorities. Disciplinary attitude outcomes were prioritized as obedient (0.33), responsible (0.27), respectful and polite (0.21), and not bullying (0.11). Summary of ANP priority results is shown in Table 1.

Table 1. Summary of ANP priority results

Category	Element	Priority Weight
Cluster	Educator	0.39
	Methods	0.24
	Materials	0.20
	Facilities	0.15
Educator	Parents	0.51
	Teachers	0.29
	Society/Community	0.18
Methods	Role modelling	0.34
	Habituation	0.27
Materials	Religious–moral	0.48
Facilities	School uniform	0.37
Outcomes	Obedient	0.33
	Responsible	0.27

This chapter discusses the results in relation to each research objective and situates the findings within relevant educational and disciplinary behavior literature.

Discussion of the Structure of Disciplinary Behavior

Figure 2 illustrates the conceptual identification stage of the study. It presents four main clusters—Educator, Methods, Materials, and Facilities—along with their respective sub-aspects, all of which are directed toward the Disciplinary Attitude Outcomes cluster. At this stage, relationships are shown as unidirectional, indicating the contribution of each aspect to student disciplinary behavior without yet considering feedback or interdependencies. The structure serves as the foundation for subsequent ANP modelling, where interactions among clusters are later incorporated. The identification of Educator, Methods, Materials, and Facilities as the main disciplinary aspects confirms that student discipline is a multidimensional construct. The prominence of educator-related factors highlights that disciplinary behavior is primarily shaped by human interactions rather than by rules or physical environments alone. This finding is consistent with character education frameworks that emphasize the role of adults as moral exemplars as Lickona did (Lickona, 1991). The inclusion of parents as a key sub-aspect reinforces the importance of home–school alignment in elementary education, as Epstein did (Epstein, 2011).

Discussion of Interdependency Among Disciplinary Aspects

Figure 3 illustrates the Analytic Hierarchy Process (AHP) interdependency network constructed to model the relationships among disciplinary behavior clusters and disciplinary attitude outcomes. Unlike a hierarchical structure, the network incorporates bidirectional links and feedback mechanisms, reflecting the assumption that disciplinary behavior is shaped through mutual influence among educational components. Four main clusters—Educator (0.39), Methods (0.24), Materials (0.20), and Facilities (0.15)—are connected both to one another and to the Disciplinary Attitude Outcomes cluster. The arrows indicate the direction of influence, while the numerical values along the links represent the relative strength of influence derived from expert pairwise comparisons. These values capture how strongly each cluster contributes to or is influenced by others and by the targeted outcomes. The network shows that educators exert substantial influence on methods and outcomes, while facilities and methods also provide feedback that affects educator practices. This modelling stage transforms the initial conceptual structure into a fully

interdependent ANP network, enabling subsequent priority synthesis that accounts for both direct and indirect effects on disciplinary attitude outcomes.

The ANP interdependency network demonstrates that disciplinary behavior operates as a dynamic system with feedback mechanisms. The mutual influence among educators, methods, materials, and facilities confirms that disciplinary strategies cannot be implemented effectively in isolation. For example, habituation practices require consistent parental reinforcement and supportive school environments, illustrating cross-cluster dependency as Halstead and Epstein did (Halstead, 2004; Epstein, 2011). These findings justify selecting ANP over hierarchical approaches such as AHP, which assume independence among criteria (Saaty, 2005; Saaty, 2004).

Discussion of Priority Implications for Practice

Figure 4 presents the final weighted Analytic Network Process (ANP) network after super-matrix synthesis, displaying both global cluster weights and local sub-aspect priorities that influence disciplinary attitude outcomes. The thickness and direction of arrows indicate the magnitude and flow of influence, while the numerical values represent the aggregated direct and indirect effects derived from expert pairwise comparisons. The Educator cluster (0.39) emerges as the most influential, followed by Methods (0.24) and Facilities (0.15), confirming the dominance of human and pedagogical factors in shaping disciplinary behavior. Within the Educator cluster, parents (0.51) and teachers (0.29) rank highest in local priorities. In the Methods cluster, role modelling (0.34) and habituation (0.27) are prioritized, while school uniform (0.37) and class setting (0.26) dominate the Facilities cluster. All weighted influences converge on the Disciplinary Attitude Outcomes, which are prioritized as obedient (0.33), responsible (0.27), respectful and polite (0.21), and not bullying (0.11). This final synthesis provides a quantitative decision-support model for prioritizing disciplinary interventions in private Islamic elementary schools.

The Educator cluster's dominance (0.39) indicates that disciplinary interventions should prioritize parental involvement and teacher consistency. The high priority of role modelling and habituation supports educational theories that emphasize the internalization of values through example and repetition rather than through punitive control, as has been argued by some parties (Bandura, 1977; Lickona, 1991; Bear, 2010; Bear, 2010). The strong role of religious–moral materials aligns with Islamic educational principles that integrate moral instruction into daily learning, as demonstrated by several parties (Halstead, 2004; Cahyanto et al., 2024). Although facilities received the lowest global weight, elements such as uniforms and classroom settings remain essential for providing structure and behavioral consistency, as has been demonstrated by several parties (Evertson and Weinstein, 2006; Emmer, Evertson, and Poole, 2021). The prioritization of obedient and responsible outcomes reflects foundational behavioral expectations at the elementary level, which are necessary precursors to higher-order social competencies such as respect and anti-bullying behavior, as demonstrated by some parties (Bear, 2010; Durlak et al., 2011).

Synthesis and Implications

Overall, the findings indicate that disciplinary behavior in private Islamic elementary schools is best addressed through educator-centered, value-based, and systemically coordinated interventions. The ANP framework provides an evidence-based tool to support strategic planning, resource allocation, and policy development in school discipline and character education.

Conclusion

This study sought to prioritize aspects of disciplinary behavior in private Islamic elementary schools using the Analytic Hierarchy Process (AHP). The findings lead to three main conclusions aligned with the research objectives. First, the disciplinary behavior system in private Islamic elementary schools is best represented by four interrelated aspects: Educator, Methods, Materials, and Facilities, each with validated sub-criteria grounded in Islamic character-education practice. Second, disciplinary behavior operates as a network of mutual influence rather than independent factors. Educator elements shape the selection and effectiveness of disciplinary methods, while methods, materials, and facilities reinforce one another through feedback relationships; all aspects jointly affect the intended attitude outcomes. Third, ANP prioritization demonstrates that the most influential central aspect is Educator (0.39), followed by Methods (0.24), Materials (0.20), and Facilities (0.15). This shows that discipline is driven primarily by human moral agents and their strategies, rather than by the environment, which provides reinforcement rather than serving as a primary source.

At the sub-criterion level, the overall global synthesis identifies Parents, Teachers, Religious–moral content, Role modelling, and Society/community as the five most critical drivers. This ranking confirms that disciplined behavior is established first through home–school continuity and adult exemplarity, made meaningful through Islamic moral teaching, and strengthened through consistent social reinforcement. Therefore, the core pathway of discipline formation in these schools can be summarized as follows: parents and teachers’ model and habituate Islamic values, enabling obedience and responsibility as the foundation of disciplined conduct.

Contributions

This study makes three main contributions. First, the substantive contribution lies in moving beyond the descriptive identification of disciplinary factors by establishing an explicit priority structure that indicates which aspects should receive greater attention in school-level interventions. The resulting priority framework provides practical guidance for schools that must allocate limited resources among multiple disciplinary and character-education needs.

Second, the contextual contribution lies in applying the prioritization framework to private Islamic elementary schools, where disciplinary behaviour is closely connected with *adab*, *akhlak*, religious habituation, and collaboration between school and family. The findings indicate that disciplinary improvement is influenced more strongly by educator- and value-related factors than by physical facilities alone, particularly through the roles of parents, teachers, moral–religious content, and role modelling.

Third, the methodological contribution lies in demonstrating the usefulness of the Analytic Network Process (ANP) for modelling reciprocal relationships among disciplinary determinants. By incorporating dependence and feedback among educators, methods, materials, and facilities, the study provides a structured decision-support approach that can potentially be adapted to other complex educational problems involving interdependent behavioural and character-education factors.

Novelties and Originality

The novelty of this study lies in the integration of Islamic character-education principles with network-based priority modelling to examine disciplinary behaviour in private Islamic elementary schools. Rather than treating discipline as a set of independent classroom-control factors, the study conceptualizes it as an interconnected system involving educators, disciplinary methods, instructional and moral materials, facilities, and behavioural outcomes.

The second element of novelty is the application of ANP to capture dependence and feedback among disciplinary aspects. This approach enables the study to generate a priority structure that reflects the interconnected nature of disciplinary behaviour rather than assuming that each determinant operates independently. The resulting model therefore provides a more systematic basis for identifying high-priority intervention areas.

The third element of novelty is the development of a context-specific priority map for private Islamic elementary schools. The global synthesis identifies parents, teachers, religious–moral content, role modelling, and society/community among the most important drivers of disciplinary behaviour. These findings provide an empirically derived basis for prioritizing school–family collaboration, teacher modelling, moral instruction, and habituation within Islamic elementary education.

Limitations

This study has several limitations that should be considered when interpreting the findings. First, the ANP priorities are derived from expert judgment; consequently, the resulting weights may vary according to the professional backgrounds, experiences, and composition of the expert panel. Second, the findings are contextualized within private Islamic elementary schools and therefore should not be generalized directly to public schools or non-Islamic educational settings without further empirical examination. Third, the study focuses on prioritizing disciplinary aspects rather than testing causal effects. The identified priorities therefore indicate relative strategic importance but do not demonstrate that interventions targeting higher-ranked factors will necessarily produce corresponding improvements in student behaviour.

Future Work

Future research can extend the present study in four directions. First, broader and comparative studies should replicate the ANP model across different regions and compare private Islamic elementary schools with public and non-Islamic schools. Such comparisons would help determine which priorities are context-specific and which may represent more general patterns of disciplinary behaviour.

Second, future studies should move from priority identification to intervention evaluation. The highest-ranked aspects, particularly parental involvement, teacher influence, role modelling, moral–religious content, and habituation, can be translated into targeted school programs and subsequently evaluated through longitudinal research. This would provide empirical evidence regarding whether strengthening high-priority aspects produces measurable improvements in obedience, responsibility, respectful behaviour, and other disciplinary outcomes.

Third, future research should integrate ANP priorities with student-level behavioural data, including systematic observations, school behaviour records, or validated social-emotional and character measures. Combining expert-based priorities with observed behavioural outcomes would enable researchers to examine the relationship between perceived strategic importance and actual student behaviour.

Fourth, methodological development may employ hybrid decision-making approaches, such as Fuzzy-ANP or ANP combined with Delphi procedures, to address uncertainty and improve the robustness of expert judgments. Such approaches could be particularly useful when experts have substantially different experiences or assessments of the relative importance of disciplinary factors.

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