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Assessing the effectiveness of the RIAS (reading, identification, analysis, self-reflection) learning model in enhancing student discipline

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Abstract This study examines the effectiveness of the RIAS (Reading, Identification, Analysis, and Self-Reflection) learning model in improving student discipline, which is a fundamental component of character education and a critical determinant of academic success. Discipline is not limited to compliance with school rules; it also encompasses self-control, accountability, perseverance, and time management skills that support long-term personal and educational development. However, observations in elementary schools reveal ongoing challenges in cultivating these behaviors, including student tardiness, limited adherence to classroom norms, poor task responsibility, and minimal engagement in learning activities. To address these concerns, a quasi-experimental method was adopted using a nonequivalent pretest–posttest control group design. A total of 130 students participated, divided equally into an experimental group taught using the RIAS model and a control group that received conventional instruction. Data were analyzed using descriptive statistics, tests of normality and homogeneity, and an Independent Samples T-Test with a 5% significance level. The results show that both groups had comparable pretest scores, indicating similar baseline abilities. However, significant differences emerged in the posttest, with the experimental group achieving a higher mean score (81.62) compared with the control group (75.92). These findings demonstrate that the RIAS model effectively strengthens student discipline by fostering structured learning routines, enhancing critical thinking, and encouraging reflective practices. The study concludes that the RIAS learning model is a promising pedagogical approach for supporting the development of both academic competencies and disciplined character. Future studies are encouraged to investigate its implementation across various educational levels and subject areas to broaden its applicability and ensure sustainable, long-term impact.

Keywords: RIAS learning model, discipline, character education, quasi-experimental study, student behavior

1. Introduction

Character education is widely recognized as a cornerstone in preparing future generations who are honest, resilient, and globally competitive (Pervin, 2025; Adinda, 2025; Abror & Fatinnah, 2025). Among the various attributes emphasized in character development, discipline occupies a central position because it directly contributes to academic success, social responsibility, and the cultivation of mature personalities (Ihsan et al., 2025; Erfiana & Mareza, 2023; Nabila, 2025). Discipline is not merely synonymous with compliance to rules; it also entails self-regulation, reliability, accountability, perseverance, and effective time management skills that are indispensable in both personal development and societal progress skills (Syafi'i et al., 2024 ; Ahmed et al., 2024).

The importance of strengthening discipline among students has become increasingly urgent in light of the rising prevalence of behaviors that contradict established social and cultural norms (Sobri et al., 2024). Discipline is often regarded as a reflection of a nation's cultural and moral integrity, where the degree of discipline mirrors the strength of its values and societal cohesion (Syafi'i & El-Yunusi, 2024; Hanımoğlu, 2018). Although the cultivation of discipline may initially appear demanding, continuous practice can transform it into a habit ingrained in daily life rather than a matter of coercion (Warnick & Scribner, 2020; Habibulloh et al., 2024).

In educational settings, discipline serves as the foundation for creating an orderly and conducive learning environment, enabling students to fully realize their potential (Mahbubi et al., 2025; Sholeh et al., 2024; Habibulloh, 2025; Rahmawati, 2023). Empirical studies have consistently shown that discipline correlates positively with academic achievement, psychological well-being, and the quality of social interaction (Cahya, 2017; Ulfah, 2023; Suryatin et al., 2024). International research further demonstrates that academic discipline enhances learning outcomes and strengthens long-term educational attainment (Hagger & Hamilton, 2019; Payne & Welch, 2018; Osher et al., 2020; Ijaz et al., 2024).

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Nevertheless, discipline remains a critical challenge within schools. Evidence from the field indicates that some students continue to arrive late, neglect dress codes, and even leave classrooms without permission (Castara & Aliyyah, 2024; At-tamimy & Eloy, 2025). Others demonstrate limited awareness of the importance of discipline by disregarding instructions or failing to adhere to classroom norms (Pinta et al., 2024). Such behaviors, if not addressed, may hinder students' ability to integrate effectively into broader social environments. Conversely, disciplined students are more likely to adapt successfully, contributing to social harmony and productivity (Briganti, 2025).

To address these challenges, innovative and holistic strategies are required, supported by teachers, schools, families, and communities. Teachers play a particularly vital role by employing diverse pedagogical strategies that foster student engagement, encourage responsibility, and instill positive learning habits learning (Suwandi et al., 2023; Johnson et al., 2024). One promising innovation is the RIAS learning model (Reading, Identification, Analysis, Self-Reflection). This model involves sequential and systematic stages that require students to actively read, identify core issues, analyze information, and reflect on learning outcomes (Dewi et al., 2021; Segarti et al., 2018). Through these stages, the model reinforces discipline by embedding critical thinking, accountability, and structured learning habits.

Grounded in constructivist learning theory, the RIAS model promotes independent, creative, and collaborative learning while embedding character education into the academic process (Muhlisin et al., 2021). Accordingly, the present study seeks to evaluate the impact of the RIAS learning model on student discipline, thereby contributing to both educational innovation and the advancement of sustainable character development.

2. Materials and Methods

2.1. Research Design

The study employed a quasi-experimental nonequivalent pretest–posttest control group design. This design was selected due to the natural grouping of students, which made individual randomization impractical. The experimental group received instruction using the RIAS model, while the control group followed conventional teaching (Loewen & Plonsky, 2016). Specifically, a nonequivalent pretest–posttest control group design was applied, which enables empirical comparison between two naturally occurring groups (Gribbons & Herman, 2019). In this design, both the experimental and control groups were administered a pretest to assess baseline conditions. The experimental group subsequently received the treatment under the researcher's supervision, while the control group continued with conventional instruction. A posttest was then administered to both groups. Unlike true experiments, this design does not rely on random assignment; instead, the control group is matched to the experimental group (Miller et al., 2020).

2.2. Participants and Sampling

The study involved 130 students, divided equally into two groups: 65 students in the experimental group and 65 students in the control group. The sampling technique employed was cluster random sampling, as individual randomization was not feasible due to the natural grouping of students in classrooms.

2.3. Intervention

The experimental group was instructed using the RIAS (Reading, Identification, Analysis, Self-Reflection) learning model, whereas the control group received instruction through conventional teaching methods.

2.4. Data Collection

Data were obtained from pretests and posttests measuring student discipline within the learning context. Prior to hypothesis testing, assumption checks were conducted to ensure data validity:

Normality test: Kolmogorov–Smirnov method.

Homogeneity test: Levene's test.

2.5. Data Analysis

Data analysis combined descriptive statistics and inferential statistics. The primary test was the Independent Samples T-Test, applied to determine the significance of differences between the two groups. All analyses were performed using SPSS software at a 5% (0.05) level of significance.

3. Results

The findings of this study are presented in the form of pretest and posttest results for both the experimental and control groups. Prior to hypothesis testing, normality and homogeneity tests were conducted to ensure that the assumptions of parametric analysis were met.

3.1. Normality Test

Table 1 presents the results of the Kolmogorov–Smirnov normality test.

Table 1 Normality Test.

One-Sample Kolmogorov-Smirnov Test					
		Pretest_Experiment	Posttest_Experiment	Pretest_Control	Posttest_Control
N		65	65	65	65
Normal Parameters[a,,b]	Mean	33.85	81.62	33.00	75.92
	Std. Deviation	6.173	6.002	7.278	7.649
Most Extreme Differences	Absolute	.159	.163	.162	.144
	Positive	.149	.160	.126	.128
	Negative	-.159	-.163	-.162	-.144
Kolmogorov-Smirnov Z		1.280	1.315	1.307	1.163
Asymp. Sig. (2-tailed)		.076	.063	.066	.134

a. Test distribution is Normal. b. Calculated from data.

The Kolmogorov Smirnov test results show that all significance values were above 0.05. This indicates that the distribution of pretest and posttest scores for both the experimental and control groups followed a normal distribution, thus meeting one of the prerequisites for parametric testing.

3.2. Homogeneity Test

Table 2 presents the results of Levene's test of homogeneity.

Table 2 Homogenity Test.

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Posttest	3.443	1	128	.066
Pretest	2.330	1	128	.129

The homogeneity test results show that both pretest and posttest significance values exceeded 0.05. This confirms that the variance between the two groups was statistically homogeneous, thereby fulfilling the second assumption required for conducting the Independent Samples T-Test.

3.3. Mean Comparison

The following are the mean results on the pretest and posttest of the experimental and control groups after statistical testing as follows:

Table 3 Mean Pretest Posttest.

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experiment	65	33.85	6.173	.766
	Control	65	33.00	7.278	.903
Posttest	Experiment	65	81.62	6.002	.744
	Control	65	75.92	7.649	.949

The mean pretest scores of the experimental and control groups (33.85 and 33.00, respectively) were relatively similar, indicating comparable baseline conditions. However, the posttest means showed a clear difference, with the experimental group achieving a mean of 81.62 compared to 75.92 in the control group. This suggests that the treatment applied to the experimental group, namely the RIAS learning model, contributed to higher discipline scores.

3.4. Hypothesis Testing

The following are the results of hypothesis testing on the pretest and posttest of the experimental and control groups after statistical testing as follows Table 4.

The Independent Samples T-Test for the pretest produced a significance value of 0.476 (> 0.05), indicating no statistically significant difference between the groups' initial abilities. In contrast, the posttest yielded a significance value of 0.000 (< 0.05), confirming a significant improvement in student discipline in the experimental group compared to the control group. The mean difference of 5.692, with a confidence interval ranging from 3.306 to 8.078, provides strong statistical evidence of the effectiveness of the RIAS learning model.

Table 4 Hypothesis Test.

Independent Samples Test						
			Pretest		Posttest	
			Equal variances assumed	Equal variances not assumed	Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances		F	3.443		2.330	
		Sig.	.066		.129	
t-test for Equality of Means		t	.715	.715	4.720	4.720
		df	128	124.677	128	121.144
		Sig. (2-tailed)	.476	.476	.000	.000
		Mean Difference	.846	.846	5.692	5.692
		Std. Error Difference	1.184	1.184	1.206	1.206
	95% Confidence Interval of the Difference	Lower	-1.496	-1.497	3.306	3.305
		Upper	3.188	3.189	8.078	8.080

4. Discussion

The results of this study confirm that the RIAS learning model significantly enhances student discipline compared to conventional teaching methods. Statistical tests demonstrated that the data for both the experimental and control groups were normally distributed and homogeneous, ensuring the validity of the analysis. The Independent Samples T-Test on the pretest showed no significant difference between the two groups, which indicates that their baseline abilities were comparable. However, the posttest revealed a marked improvement in the experimental group, with a mean score of 81.62 compared to 75.92 in the control group. This suggests that the application of the RIAS model contributed substantially to improved discipline.

The RIAS (Reading–Identification–Analysis–Self-Reflection) model is designed with systematic and sequential stages that directly influence the cultivation of discipline. At the reading stage, students are required to engage actively with assigned materials, helping to reduce procrastination and establish habits of punctuality and order. This stage forms the foundation for discipline because subsequent phases cannot be successfully executed without serious engagement from the outset (Muhlisin et al., 2021). The identification and analysis stages further reinforce intellectual discipline by training students to select relevant information, organize their thoughts logically, and construct arguments in accordance with academic expectations. Students exposed to RIAS-based learning, therefore, show greater consistency in structuring their ideas and adhering to classroom norms than those in traditional groups (Fadilah et al., 2024).

The reflective stage deepens self-regulation by requiring students to evaluate their own progress and learning processes. Over time, the repetitive cycle of reading, identifying, analyzing, and reflecting consolidates into stable habits that embody discipline (Maghfiroh & El-Yunusi, 2024). Students gradually internalize practices such as systematically reviewing materials, identifying key points, organizing analytical work, and reflecting critically on outcomes (Widyawati, 2022). This process demonstrates that discipline is best cultivated through repeated, structured activities. Students taught through the RIAS model display stronger consistency, greater adherence to procedures, and better time management than those who learn through conventional methods.

The findings indicate that the RIAS model not only improves cognitive outcomes such as critical thinking and literacy but also contributes significantly to the development of disciplined learning behavior (Muhlisin et al., 2021). Each stage of the model reinforces values such as regularity, perseverance, compliance with rules, and self-control, all of which are central to discipline in education. Classroom environments that are structured around clear routines and reflective practices foster greater student engagement, academic success, and personal well-being.

The advantages of the RIAS model are multifaceted. It strengthens critical thinking, enhances character formation and self-regulation, and can be integrated into modules that incorporate local contexts and knowledge systems, making it adaptable across different subjects and levels of education (Dewi et al., 2021). Furthermore, its encouragement of active and collaborative learning aligns with broader educational goals for twenty-first-century competencies. The model's measurable effectiveness confirms its value as a structured, reflective pedagogy that contributes to both academic achievement and character development.

From a broader perspective, discipline should be understood as a deliberate effort to regulate behavior and attitudes in line with established rules, norms, and expectations, with the ultimate goal of fostering positive changes that benefit both individual learners and the wider educational environment (Sudarti, 2025). A disciplined attitude creates an orderly and conducive classroom climate, which facilitates effective learning and reduces disruptions. Once discipline is internalized, the

teaching and learning process becomes smoother, as students engage responsibly and comply with expectations willingly rather than out of compulsion (Gustiana et al., 2019).

The findings of this study provide strong evidence that the RIAS model is not merely a tool for delivering academic content but a transformative pedagogical approach that integrates cognitive achievement with character development. By embedding discipline into structured and reflective stages of learning, the RIAS model ensures that students not only learn more effectively but also cultivate the values necessary for lifelong learning and responsible citizenship.

5. Conclusions

The findings of this study demonstrate that the RIAS (Reading, Identification, Analysis, and Self-Reflection) learning model significantly improves student discipline, as reflected in the higher posttest scores achieved by the experimental group. The model's structured and reflective stages foster essential elements of disciplined behaviour, including self-regulation, consistency, responsibility, and adherence to learning routines. Through repeated engagement in reading, identifying key concepts, analysing information, and reflecting on outcomes, students internalize discipline not merely as compliance with rules but as an intrinsic aspect of their learning behaviour. This process reinforces both cognitive development and character formation, ensuring that students grow academically while cultivating responsible and ethical learning habits.

Beyond individual performance, the results highlight the broader educational value of the RIAS model. The model provides teachers with a practical framework for integrating character development into daily instruction, while schools benefit from a more orderly and supportive learning environment that aligns with institutional values. Such conditions are essential for preparing students to meet the challenges of modern education, which increasingly requires a balance between academic excellence and strong moral character. Overall, the RIAS model offers a sustainable and transformative pedagogical approach that promotes disciplined, responsible, and reflective learners equipped to contribute positively to their communities.

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6. Declarations

6.1. Ethical considerations

This study was conducted following ethical standards for research involving human participants. Approval was obtained from the institutional ethics committee of Universitas Negeri Surabaya. All participating schools granted permission, and informed consent was obtained from students and their guardians. Participants' identities, responses, and assessment results were kept confidential and used solely for research purposes.

6.2. Use of artificial intelligence (AI)

The authors declare that no generative artificial intelligence (AI) tools were used in the preparation, analysis, or writing of this manuscript.

6.3. Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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