



Students' Disciplinary Behavior at Senior High School in Complying with School Rules

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A B S T R A C T

This study aims to describe the role of school regulations in shaping student discipline at SMAN 15 Pekanbaru. This study shows that school regulations play a significant role in shaping student discipline at SMAN 15 Pekanbaru. Through the implementation of clear rules, teacher supervision, and the provision of sanctions and coaching, students are encouraged to practice orderly and responsible behavior. Although various violations, such as lateness, incomplete use of attributes, and other rule violations, the implementation of the regulations has generally been running well. The research method used is descriptive qualitative with data collection techniques through observation and interviews with two teachers and 42 students. The results of this study indicate that the effectiveness of discipline depends not only on the sanctions given, but also on student self-awareness, teacher role models, and support from the school environment. Therefore, consistent supervision and a more humanistic approach between teachers and students are needed so that the values of discipline can be deeply ingrained. Thus, school regulations not only function as a tool for controlling behavior, but also as a means of character formation that prepares students to become responsible individuals who are ready to face life in the future.

Keywords: *School Rules, Student Discipline, Student Behavior, Implementation Of Discipline, High School.*

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INTRODUCTION

Education and human beings are an inseparable whole in relation to the process of self-development. Education is one of the tools used to shape individuals with character and awareness. Chapter I, Article 1:1 of the National Education System Law (Sisdiknas), explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state. Efforts to shape personality and develop self-potential to the maximum require an optimal process and commitment.

Based on Article 3 of Law No. 20 of 2003 concerning the National Education System states that "national education functions to develop the ability and shape the character and civilization of a dignified nation in order to enlighten the life of the nation, aiming to develop the potential of students to become people who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens." Through national education, it is hoped that it will be able to form a young generation that has dignity so that it can become democratic and responsible citizen.

Schools play a vital role in fostering students' discipline because they provide structured environments where rules, responsibilities, and expected behaviors are consistently implemented. School discipline contributes to creating an orderly learning environment that supports both academic achievement and character development (Manshur, 2022; Raharja, 2023). In addition, discipline enables students to develop self-control, responsibility, and respect for school regulations, which are essential qualities for lifelong learning (Mz, 2018).

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Cultivating discipline among students is therefore an essential component of character education. Consistent adherence to school rules helps students establish positive habits and promotes a conducive learning atmosphere (Puspitaningrum & Suyanto, 2014; Putra et al., 2019). Likewise, Taha & Sujana (2021) found that the implementation of school regulations has a significant positive effect on students' learning discipline, indicating that well-enforced school policies encourage greater responsibility and commitment to learning.

Several previous studies have shown that school regulations play a crucial role in shaping students' disciplined character. Research conducted by Salata et al. (2024) showed that the formation of students' disciplined character through school regulations can be achieved through the socialization of rules, consistent supervision, the imposition of sanctions, and parental involvement in supporting student compliance with school regulations. The results of this study indicate that the continuous implementation of regulations can increase students' awareness of disciplined behavior.

Based on the importance of developing discipline, this study was conducted through observations at SMAN 15 Pekanbaru as one of the educational environments that plays a role in shaping students' character and responsibility. This study aims to observe how discipline is implemented in school life, both in compliance with regulations, learning attitudes, and student behavior in interacting within the school environment. An orderly and conducive school life not only creates a comfortable learning atmosphere but also reflects the success of the character education implemented. Good discipline can produce an orderly life because discipline can regulate behavior and become a fundamental element of morality that will influence the progress of development, dignity and lead to national welfare.

METHOD

This research uses a qualitative descriptive approach, a method used to describe and analyze a phenomenon based on real-world facts without the use of statistical calculations.

Research Subjects

The subjects of this research were teachers and 11th-grade students at SMAN 15 Pekanbaru. The research subjects were 2 teachers and 42 students.

Research Location and Time

The research was conducted at SMAN 15 Pekanbaru, specifically at Jl. Cipta Karya No. Km. 04, Sidomulyo Bar., Tampan District, Pekanbaru City, Riau, during the even semester of the 2026/2027 academic year. The research period was from February 2 to April 29, 2026.

Data Collection Techniques

Data were collected through two main techniques: (1) Observation, to directly observe interactions between students and teachers during the learning process, which consistently enforced discipline and the rules applicable in grade 11. (2) Interviews with two teachers and 42 students to determine their views and experiences regarding the implementation of disciplinary behavior in complying with school regulations.

Data Analysis Techniques

The data were analyzed using three stages: (1) Data reduction, which involves selecting and simplifying important data that aligns with the research focus. (2) Data presentation, which involves organizing the findings in narrative form, tables, or diagrams. (3) Conclusion drawing, which involves summarizing the analysis results to answer the research objectives. Through this method, researchers were able to obtain a clear picture of the role of school regulations in shaping student disciplinary behavior at SMAN 15 Pekanbaru

FINDINGS AND DISCUSSION

Education is the endeavor of adults who are aware of their humanity to guide, train, teach, and instill values and fundamental worldviews in the younger generation, so that they will become individuals who are aware of and responsible for their duties as human beings, in accordance with their inherent nature and human characteristics. Therefore, education, as a

tool for shaping the human personality, needs to include knowledge of discipline, as discipline is essential for instilling it in every individual.

This aligns with the views of Sidiq et al. (2023), who assert that discipline serves to guide students toward an awareness of what is obligatory, what is permitted, and what is prohibited in accordance with applicable regulations. Furthermore, school rules are not a burden for students, but rather a means of character development that encourages obedience, order, and responsibility within the educational environment.

According to Franz Magnis Suseno, morality is a measure of good and bad human behavior in everyday life. Therefore, the implementation of discipline in schools also plays a role in shaping students' morals, encouraging them to be polite, responsible, and respectful of applicable rules. Student discipline in schools can be defined as students' obedience and compliance with applicable rules within the school environment consistently and diligently to ensure a smooth teaching and learning process, as is also the case at SMAN 15 Pekanbaru.

Prior to the interviews, the researcher conducted observations of the school and classroom environment to directly observe interactions between students and teachers during the teaching and learning process, which consistently enforced discipline through classroom rules mutually agreed upon by both students and teachers. This aligns with one of Soejono Soekanto's moral principles, which stipulates that rules must be made by mutual agreement without coercion. This mutual agreement fosters a disciplined atmosphere in the classroom, evident throughout the observations. This was evident in the students' respect for the teacher's explanations, listening attentively and not disrupting the learning process. Furthermore, the students wore their complete and neat school uniforms, in accordance with school regulations.

The clean and orderly classroom environment, along with the inclusion of small messages about the importance of cleanliness, manners, and ethics in every corner, with a unique and engaging layout, further demonstrates that the value of discipline is truly implemented in the classroom and school environment. The agreed-upon rules between teachers and students are one of the factors that contribute to an orderly, comfortable, and organized teaching and learning process, allowing for smooth, respectful learning. Furthermore, the rules aim to instill in students the habit of behaving in accordance with established norms and guiding them toward positive behavior.

However, not all students consistently adhere to these mutually agreed-upon rules. Some students still fail to maintain the same level of discipline as others who adhere to school and classroom rules. Although this is not a large number, this behavior can still disrupt the previously well-established, orderly, and conducive learning environment. Therefore, this is a problem that needs to be resolved through appropriate reprimands and a more in-depth approach between teachers and students. As stated by Nurisni & Sumardjoko (2024), solutions teachers can implement to address student disciplinary violations include continually reminding students of the rules, providing verbal reprimands, and engaging personally with students who violate school rules to help them realize the importance of adhering to them in school life. This approach is crucial for teachers to better understand the reasons why students are unable to implement existing rules. This allows them to find appropriate solutions to help students improve their discipline and instill awareness of the importance of adhering to rules in school life. After conducting observations, the researchers continued by interviewing two teachers at SMAN 15 Pekanbaru to understand how school regulations are implemented and the challenges faced in fostering student discipline. The interviews revealed that both teachers had nearly identical opinions regarding the significance of discipline, albeit with differing perspectives and approaches. One teacher stated that the school's regulations were quite clear and applied across a variety of activities. These regulations included punctuality, wearing complete school attributes, maintaining classroom cleanliness, and being polite to teachers and fellow students. He explained that the regulations were not designed to restrict students, but rather to foster good habits in daily life.

In practice, a frequent challenge is that some students still lack awareness of the importance of discipline. Some students comply with the rules solely out of fear of punishment, rather than out of self-awareness. He stated that this presents a challenge for

teachers to continue providing guidance and instruction. The most common violations are usually related to late arrivals to school, incomplete attributes, and students being unruly during learning activities. To address these issues, schools first issue verbal warnings. If violations occur repeatedly, students are summoned for further guidance, and parents can even be invited if necessary.

He also added that sanctions are quite effective for some students because they can deter them and make them more disciplined. However, he believes a personal approach is still more important so that students feel cared for and understand why the rules must be followed. On the other hand, another teacher believes that school rules are not just written on paper, but also a form of responsibility training for students. He believes that discipline cannot be immediately instilled simply by punishment, but must be practiced daily through the example set by teachers and the school atmosphere. He stated that the main challenge currently is the impact of the external environment and students' habits outside of school, which often carry over into the learning process. As a result, some students remain difficult to control and inconsistent in following school rules. Frequent violations are similar, such as being late to class, dressing untidily, and using inappropriate language among peers. However, he noted that these violations do not always require severe sanctions. Some students are more likely to change when properly discussed and provided with understanding.

In handling the violation, teachers usually first try to understand the reasons behind the student's actions. After that, they provide reprimands or guidance appropriate to the student's situation. He believes that sanctions do play a role, but they are not always the most effective solution. He believes that a more intimate approach between teachers and students can help students change and recognize their mistakes on their own.

Based on interviews with the two teachers, it can be concluded that the regulations at SMAN 15 Pekanbaru have been well implemented in creating a neat and comfortable learning environment. Both teachers agreed that discipline is vital for developing student character and responsibility, although each had a different perspective on implementing discipline. One teacher focused more on ensuring certainty and enforcing sanctions, while the other preferred a more understanding approach to the student's situation. These differing perspectives indicate that establishing discipline depends not only on regulations and punishments, but also on good communication and guidance between teachers and students.

To strengthen the research findings, the researcher then continued interviews with students to determine their views and experiences regarding the implementation of rules and discipline at school. Based on interviews with 42 students at SMAN 15 Pekanbaru, it can be concluded that all students are generally aware of the school's regulations. This is because, during the registration process, students are given a document containing the school's rules, which must be signed by both the student and their parent and stamped. Furthermore, the school regularly reminds them of these rules through teachers, the vice principal for student affairs, and during school ceremonies.

Although the students' answers revealed many similarities, there were also differences in their views and experiences regarding the implementation of school rules. Most students reported that the most frequently implemented rules relate to the obligation to wear a uniform according to the daily schedule, complete attributes such as socks, a ciput (headscarf), a belt, leggings, and underwear, as well as the prohibition on bringing cell phones onto school grounds. However, students' perspectives on these rules varied. Some felt that school rules were easy to understand and obligatory for students. On the other hand, others argued that although the rules were easy to understand, they were sometimes difficult to consistently apply in their daily lives.

Regarding discipline regarding time, there was a wide range of experiences among students. Some admitted to always arriving at school on time due to their homes being close or having been accustomed to discipline from an early age. However, others stated that they had been, or even frequently, late for various reasons, such as the distance from their homes, waking up late, or family circumstances requiring them to wait for parents to drop off younger

siblings. From the answers given, it is clear that tardiness is not always caused by malicious intent but is also influenced by each student's personal circumstances.

Differences were also evident in the types of violations students had committed. Some students admitted to violating relatively minor rules, such as wearing the wrong color socks or not wearing their full attire. On the other hand, others committed more common violations at school, such as carrying a cell phone, not wearing a ciput (headscarf), or using light makeup like lip tint. The reasons behind these violations varied. Some students violated rules because they felt uncomfortable, for example, not wearing a ciput because they felt hot. Meanwhile, others brought their cell phones to help them find study materials or complete school assignments.

Interestingly, students' feelings after committing violations also reflected differing attitudes. Some expressed regret and resolved not to repeat the same mistake for fear of punishment or embarrassment in front of teachers. However, others viewed the violations as commonplace and thus didn't give much thought to the consequences. This difference in responses indicates that the level of awareness of discipline among students varies.

Regarding the implementation of regulations, most students acknowledged that their social relationships have a significant impact on their behavior at school. Positive impacts arise when friends remind each other about assignments, school rules, and study discipline. However, negative impacts are also significant, especially when a student starts breaking the rules and is then followed by others. For example, when several students fail to wear their ciput (headscarf) or complete attire, other students tend to follow suit because they perceive such violations as commonplace.

Regarding the effectiveness of punishment, the majority of students believe that sanctions such as confiscation of cell phones, summoning parents, being sent to the guidance counseling room, and suspension are sufficient to instill fear in students about committing violations. However, some students believe that punishment does not always guarantee discipline, as compliance depends largely on individual awareness. Therefore, many students stated that the most effective way to improve discipline is not only through punishment, but also through building self-awareness and consistent supervision from the school. This is in line with research by Salata et al. (2024), which states that the formation of students' disciplined character through school regulations is carried out through school supervision, dissemination of regulations, the imposition of sanctions, and parental involvement so that students understand their responsibilities and comply with school rules.

Furthermore, several students provided feedback to the school to ensure stricter and more equitable enforcement of rules across all students. They observed varying approaches among teachers in handling student violations. Some teachers immediately reprimanded students upon seeing violations, while others preferred to ignore them. This situation led some students to feel that the rules were not being consistently enforced.

Based on observations and interviews with teachers and 42 students at SMAN 15 Pekanbaru, it was found that discipline at the school was running well. This was evident in the existence of clear rules, a disciplined learning environment, the use of uniforms as required, and students' respect for teachers during teaching and learning activities. Interviews indicated that most students understood and were aware of the school rules from the time they arrived. Rules are considered important because they foster discipline and responsibility in students.

However, some violations still occurred, such as arriving late to school, not wearing complete uniforms, carrying cell phones, and inappropriate dress codes. Both teachers and students agreed that a lack of self-awareness and the influence of their peer groups were among the causes of student rule violations. Schools have implemented sanctions in the form of warnings, guidance, summoning parents, and even confiscating items to deter students. Overall, the implementation of discipline in schools is quite good, but it still requires consistent supervision and a more in-depth approach between teachers and students so that awareness of discipline can develop within the students themselves.

Essentially, learning accompanied by good learning discipline is an attitude demonstrated by students through obedience and compliance to achieve maximum learning outcomes. Students who exhibit good learning discipline are able to control themselves and complete assignments (Özkan & Demirbağ, 2023; Tuan & Mai, 2015; Viberg & Grönlund, 2023). Furthermore, students with good learning discipline are able to manage their time to achieve maximum results by being more thoroughly prepared for tasks. This can be demonstrated through how students adhere to and comply with school regulations.

The positive impact demonstrated is attributed to students' awareness and the important role of teachers in implementing school regulations. Teachers play a crucial role in ensuring that students behave in accordance with established rules and norms (El Kadri, 2020; Lowe & Cruickshank, 1987; Ridha & Fithriani, 2023). Students who understand the importance of discipline, particularly in the learning process, are more likely to demonstrate positive attitudes toward themselves, the school, and their environment. These positive attitudes contribute to both academic success and personal development. Furthermore, discipline helps students develop responsibility, self-control, and positive habits that support lifelong learning and character development (Manshur, 2022; Mz, 2018; Nurisni & Sumardjoko, 2024).

CONCLUSION

This study concludes that the implementation of discipline at SMAN 15 Pekanbaru has played an important role in fostering students' character and compliance with school regulations. The findings indicate that school discipline is effectively promoted through clear rules, consistent teacher supervision, and daily disciplinary practices that encourage responsibility, respect, and orderly behavior. Students demonstrate discipline not only by following school regulations but also through respectful interactions with teachers, maintaining personal and environmental cleanliness, dressing appropriately, and participating responsibly in learning activities. Although disciplinary violations still occur, they are addressed as part of an ongoing character-building process involving collaboration among teachers, students, parents, and the school community. The study highlights that discipline should be viewed as an internalized value rather than mere obedience motivated by punishment. Therefore, strengthening disciplinary practices contributes significantly to character education by developing responsibility, perseverance, and self-control, while preparing students to become responsible and productive members of society.

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