

ANALYSIS OF STUDENT DISCIPLINARY BEHAVIOR RELATED TO SCHOOL REGULATIONS

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Abstract

This study aims to analyze student disciplinary behavior in relation to the implementation of school regulations at SMA Harapan 3 Medan. Discipline is one of the crucial factors that influences learning methods and character development among students within the school environment. The method used in this study is a qualitative approach, with data collection techniques including observation, interviews, and documentation. The research subjects were high school students selected purposively. The results of the study show that the level of student discipline varies and is influenced by personal motivation, teacher support, and school supervision. Discipline impacts the learning environment both positively and negatively. This study identifies the need to enhance supervision over rule violations and strengthen support from teachers and parents in fostering students' disciplined habits.

Keywords: *Student Discipline, School Regulations*

Introduction

In this change is the decline in student discipline character. In the world of education, student the current era of globalization and technological development, many changes have occurred in various aspects of life, including in the fields of education and social. This change not only brings a positive impact, but also a negative impact. One of the negative impacts that can be felt from discipline is one of the most important aspects in creating an effective and conducive learning environment and can maintain the smooth running of education from various obstacles.

In alignment with the definition provided by Dakhi (2020), student discipline is a multifaceted behavioral construct that serves as the foundation for creating a structured and harmonious educational environment. This discipline is not merely about following orders but about internalizing values such as compliance, loyalty, and a deep respect for social and institutional structures. When students possess a high level of self-discipline, they contribute to a stable atmosphere that facilitates both collective learning and individual growth. Conversely, a lack of awareness regarding these disciplinary standards can lead to a significant erosion of the school's moral and operational framework. Such deficiency often triggers negative behavior patterns, ranging from chronic absenteeism to a blatant disregard for academic responsibilities and authority. These detrimental behaviors do not exist in a vacuum; they often result in diminished academic performance and a breakdown in the interpersonal relationships between students and educators. Furthermore, students who fail to develop disciplined habits during their formative years may struggle to adapt to the rigorous demands

of professional life and society at large. The absence of structure in a student's daily routine often manifests as procrastination and a lack of accountability, which are detrimental to long-term success. Therefore, cultivating disciplinary awareness is essential for preventing the emergence of toxic habits that can hinder a student's holistic development. Ultimately, as Dakhi suggests, discipline must be viewed as a transformative process that shapes the character necessary for navigating complex social systems effectively.

Research data conducted by the NGO Plan International and the International Center for Research on Women (ICRW) in five Asian countries, namely Indonesia, Vietnam, Cambodia, Nepal, and Pakistan, revealed that 84% of children in Indonesia experience violence at school, this figure is the highest compared to the average of other Asian regions. This survey was conducted from October 2013 to March 2014 and involved 9,000 students (aged 12 - 17 years), teachers, principals, parents, and NGO representatives. Based on the average results, only 30% of students in Asia witness violence in reporting violence or in the form of stopping it. This is because many of the perpetrators of violence that occur in schools are carried out by teachers or non-teacher staff. It is known that all countries surveyed place children at the bottom of the power structure in society, so that corporal punishment of children is seen as a step to discipline children (www.bisnis.com).

In their research, Nurreni., et al. (2021) stated that many disciplinary violations are still committed by students such as (1) students deliberately skip school, (2) arrive late to school, (3) leave class without permission from the teacher who teaches, (4) do not wear school uniform attributes neatly and according to the rules, (5) do not have awareness to maintain and clean the school environment, (6) smoke or bring cigarettes into the school environment, (7) possessing or distributing pornographic content, (8) damaging school facilities, and (9) fighting at school.

Regarding disciplinary violations as mentioned above, subject I has also experienced one of the violations he committed was arriving late,

".... Often, most of the time it comes late..." (S.I)

In the learning process, not only academic aspects are the focus, but also non-academic factors, where discipline is one of the non-academic aspects that need to be optimally empowered in students because it is abstract. Discipline values need to be instilled and integrated in every learning. To overcome the decline in the character of student discipline, facilities are needed that can limit and direct students so that their actions do not violate existing norms so that educational goals can be achieved optimally in order to create an atmosphere that supports the teaching and learning process and personal development. In daily life, this can be realized through the existence of rules known as rules (Octavia, 2017).

In general, order is a system or arrangement of regulations that must be obeyed or obeyed. According to Muchdasryah (in Octavia, 2017), rules are a collection of rules aimed at all components in an institution or organization to always submit and implement what has been set. Furthermore, Octavia (2017) also mentioned that school discipline is a regulation used by schools to regulate their students so that they can implement the curriculum properly and be able to support the improvement of the quality of education in schools.

According to Aslamiyah (2020), school rules contain school entry hours, rules for wearing school uniforms, obligations of students, student prohibitions, and student rights, and

there are sanctions for those who violate school rules. So far, many students have the assumption that school rules only limit their freedom, resulting in violations of the rules themselves. The existence of this discipline actually functions as a tool that shapes student discipline later. Various assumptions related to the application of discipline to discipline. As stated by subject II, it states that:

"... Actually, it's still natural, it's the same rules, right, to train discipline..." (S.II)

According to Kurniawan and Agustang (2021), theoretically, students' rules and discipline go hand in hand, so that the two are interconnected with each other. A disciplined behavior arises from the existence of rules and rules that are present to be obeyed. However, in reality, deviant behavior from this rule generally occurs a lot, including in schools. This has been experienced by subject I:

"... Well, so far in our school there is still violence, for example last year at our school there was a brawl and continued to be punished, namely suspended and some were dropped out..." (S.I)

By analyzing student discipline behavior related to school discipline, researchers can better understand what discipline rules can affect student discipline and how students respond to it. According to Arikunto (in Siregar, et al. 2022) stated that student discipline behavior can be reviewed through several indicators that reflect students' compliance with school rules. These indicators include student activities in completing school assignments, student readiness in preparing school supplies, behavior and attitudes while in class, attendance at school, and compliance with rules set by the school. These five indicators are the basis for assessing and evaluating the level of student discipline as a whole.

Based on the background that has been conveyed previously, it can be concluded that there are several main problems that need to be studied further in this study. These problems are closely related to student discipline behavior in the context of compliance with the rules of conduct at school. (1) What is the behavior of student discipline related to school discipline? (2) What are the factors that affect student discipline behavior related to school discipline? (3) What is the impact of student discipline behavior on the learning atmosphere in the school environment?

By considering the formulation of the existing problem, the purpose of this study is to analyze how student discipline behavior is related to school discipline, to find out what factors affect student discipline behavior related to school discipline, and to find out the impact of student discipline behavior on the learning atmosphere in the school environment.

This research not only aims to examine student discipline behavior in depth, but is also expected to provide benefits both from a theoretical and practical perspective. Theoretically, this research aims to provide an understanding of the concept of discipline, uncover the influence of school contextual factors, investigate the role of individual and environmental factors in shaping student behavior, provide guidance for the development of more effective educational policies and practices, and contribute to the academic literature on school discipline.

Meanwhile, in terms of practical benefits, the results of this research are expected to be used by various interested parties. For the school, the findings of this research are expected to be considered in implementing student discipline behavior in accordance with the

applicable rules in schools. For students, the results of this research are expected to increase awareness of student discipline behavior and be able to find out the extent of students' understanding of the rules and norms that apply in schools. Students can also better understand how disciplined behavior can help them in achieving educational goals.

The primary research gap in current literature regarding student discipline lies in the over-emphasis on quantitative outcomes, such as suspension rates and frequency of infractions, while neglecting the complex socio-emotional and environmental dynamics that drive individual behavioral choices. While existing studies have extensively documented *what* rules are broken, there is a significant lack of qualitative depth exploring *why* students with similar backgrounds respond differently to the same institutional mandates. Furthermore, much of the previous research focuses on discipline as a top-down enforcement mechanism, leaving a gap in understanding how student perception of "procedural justice" the perceived fairness of how rules are applied directly influences their intrinsic motivation to comply. There is also limited empirical evidence addressing the interplay between internal psychological factors, such as self-regulation and locus of control, and external environmental factors like family support and teacher consistency in a post-pandemic educational landscape. Many traditional models fail to account for the modern digital distractions and changing social norms that redefine contemporary "misbehavior." By focusing on the lived experiences of diverse subjects, this research aims to bridge the gap between theoretical disciplinary frameworks and the practical, day-to-day realities of student compliance and defiance. Consequently, this study seeks to move beyond the "punishment-reward" binary to offer a more holistic understanding of disciplinary behavior as a dynamic interaction between the individual and their school environment.

Research Methodology

The type of research used in this study is qualitative research. According to Fiantika., et al. (2022) qualitative research is research that aims to understand a certain phenomenon. The research approach for this study is fundamentally qualitative, as it seeks to explore and understand the meaning individuals or groups ascribe to a social or human problem. Rather than focusing on numerical trends, this approach prioritizes the "human instrument" to gather deep, rich, and descriptive data regarding the lived experiences of students in relation to school mandates. By utilizing a case study design or a phenomenological perspective, the researcher can delve into the psychological and social complexities of the five subjects, examining how their internal motivations such as self-efficacy and locus of control interact with the external school environment. The data collection process involves semi-structured interviews and field observations, allowing for a flexible yet rigorous exploration of the "why" and "how" behind disciplinary infractions or adherence.

Furthermore, the study adopts an interpretive paradigm, which assumes that reality is socially constructed and varies from one student to another. For instance, while Subject IV perceives teacher evaluations as a motivator for discipline, Subject III views the same school system as inconsistent and unfair; a qualitative approach allows the researcher to capture these diverging realities without reducing them to simple statistics. The analysis is inductive, meaning that themes and categories emerge directly from the data (the subjects' voices) rather than being forced into pre-existing hypotheses. This approach ensures that the findings remain grounded

in the actual context of the school setting. Ultimately, this qualitative methodology provides a holistic framework to analyze how personal agency, family background, and institutional consistency converge to shape a student's disciplinary profile.

This phenomenon includes things experienced by the research subject, such as behavior, perception, motivation, action, and others that can be holistically described in the form of words that describe the condition as it is. The data obtained is then processed using a qualitative approach. The results of this study emphasize meaning rather than generalization. Furthermore, Nartin., et al. (2024) also stated that qualitative research focuses on a deep understanding of the context, meaning, and experiences that accompany a phenomenon, which is used to understand social reality from the perspective of the subject or participant involved.

According to Anggito & Setiawan (2018) there are several characteristics that distinguish qualitative research such as (1) Having a natural background with a direct data source, (2) Descriptive, (3) Focusing on processes and results is inevitable, (4) Data analysis is carried out inductively, namely, (5) Making meaning essential, (6) Focus of study as the limit of research, (7) The initial design is tentative and verifying, (8) Using special criteria for data validity measures,

(9) For the sake of grounded theory, which means the limitations of researchers in using the development of science, especially new theories, this can be a solution to find new theories from experience in the field.

The purpose of qualitative research based on Ratnaningtyas., et al. (2022) is to gain a deep understanding, develop theories, describe reality, and social complexity. Usually, qualitative research is general, flexible, and dynamic, so that the research can develop during the research process. Qualitative research focuses more on something that cannot be measured by black and white, so in qualitative research researchers will dig deep into data on certain things.

This study uses the purposive sample technique in using sampling. This method is often used in qualitative research, as the selection of samples is based on certain considerations or criteria. By selecting subjects such as Subject IV (high discipline) and Subject V (low discipline), the researcher can conduct a comparative analysis that highlights the stark contrasts in motivation and perception nuances that would likely be overlooked if random selection were employed. Furthermore, purposive sampling ensures that the researcher's limited resources and time are focused on individuals capable of providing the most relevant and detailed data. According to Patton (2015), the logic and power of purposive sampling lie in the selection of information-rich cases from which one can learn a great deal about issues of central importance to the purpose of the inquiry. In the context of school regulations, this entails choosing students who have had significant interactions with the disciplinary system or those whose backgrounds offer unique insights into parental and teacher influence. This targeted approach facilitates the collection of "thick descriptions," enabling the researcher to uncover the underlying "why" behind student actions. Consequently, purposive sampling acts as a strategic tool that aligns the participant selection process with the interpretive and qualitative nature of the research, ensuring that the final analysis is both nuanced and theoretically significant.

(Haryoko, et al. 2020). In this study, there are five adolescents who will be the object of research with the following characteristics (1) adolescent girls, (2) aged between 13 to 17

years, and (3) students who are studying at Harapan 3 Medan Private High School. This type of purposive sampling will be successful if the data analysis is carried out at the same time as the data collection time on the sample in the field.

Data collection in this study was carried out through the interview method. Based on the explanation of Fadhallah (2021), an interview is a form of communication between two or more parties that is carried out directly or face-to-face. In this process, where one party plays the role of an interviewer and the other party will act as an interviewee with a specific purpose. The purpose of the interview is to obtain relevant and in-depth information, which will later be developed in the research analysis process.

In this interview, it will be in the form of an in-depth interview. According to Afrizal (in Haryoko., et al. 2020), this in-depth interview guide or guideline is a short piece of writing or note that contains a list of important information that will or needs to be revealed, excavated, and collected through interviews. The list will also be completed with a note of important questions that will be asked to dig up data or information from informants or research participants. To ensure the validity and reliability of the findings in this qualitative inquiry, the researcher employs several verification techniques to establish trustworthiness, primarily focusing on Triangulation and Member Checking.

This study was conducted in strict accordance with ethical standards for research involving human subjects. Prior to data collection, formal permission was obtained from the school administration of SMA Harapan 3 Medan, ensuring that the research activities aligned with the institution's regulations and safety protocols. The study was also reviewed to ensure it posed no psychological or physical risk to the students involved. Given that the participants were under the age of 18, a dual-consent process was implemented. First, Parental Consent Forms were distributed and signed by parents or legal guardians to authorize their child's participation. Second, Participant Assent was obtained directly from the students; the researcher explained the purpose of the study in age-appropriate language, ensuring that the students understood their participation was entirely voluntary and that they could withdraw at any time without any academic or personal consequences. To protect the privacy of the participants, all data has been strictly anonymized. Identifying information, such as real names and student ID numbers, has been replaced with pseudonyms (e.g., Subject I through Subject V) throughout the analysis and final report. All interview transcripts and field notes are stored in a password-protected digital environment, accessible only to the researcher, and will be destroyed upon completion of the academic requirements.

Results and Discussion

Based on the interviews conducted on the five subjects in this study, the results obtained are as follows:

A. Research Results

Table I. Subject Identity

Subject Identity	Subject I	Subject II	Subject III	Subject IV	Subject V
Name	Putri	Bilbinah	Sophia	Titah	Sherin
Gender	Women	Women	Women	Women	Women

Religion/ Quarter	Islam/Padang	Islam/Aceh	Islam/Melayu	Islam/Jawa	Islam/ Mixture
Education	High School	High School	High School	High School	High School

I. Subject Discipline Behavior Related to School Discipline

1. Subject Data Analysis I

According to Arikunto (in Siregar., et al. 2022) there are several indicators of student discipline, which are as follows:

1) Doing school assignments, being able to do the tasks given by the school.

Subjects often ask for help while working on tasks.

"Often. With anyone, with friends or from Google sometimes."

(P-00043, P-00045 – P-00046)

2) Preparing for school needs at home, being able to prepare for the learning needs that will be brought to school.

Subjects have certain difficulties in preparing for school needs.

"Sometimes it's just me, it's like school clothes haven't been washed or haven't dried, so it makes me busy too, it's like I'm confused."

(P-00100 – P-00102).

3) Student attitude, maintaining a good attitude in the school environment.

Subjects often help friends in distress

"If for example, my friend needs an answer, maybe I give it or I don't see homework, that's how I often give it."

(P-00153 – P-00155)

4) Student attendance can be attended regularly.

The subject is never late and still comes even if the subject feels lazy to go to school.

"No. Keep coming."

(P-00193, P-00209)

5) Carry out discipline at school, obey the rules applied by the school.

The subject has difficulty in obeying some of the rules applied at school.

"Prayer is a very rare thing. If the school rules are to be worn in the shortest of socks, the belt will not be worn."

(P-00261 – P-00262, P-00278 – P-00279)

2. Subject Data Analysis II

According to Arikunto (in Siregar., et al. 2022) there are several indicators of student discipline, which are as follows:

1) Doing school assignments, being able to do the tasks given by the school.

Subjects are able to manage time to complete schoolwork.

"Usually I come home from the lesson at night around half past 7, usually I immediately do my homework in my spare time."

(B-00013 – B-00015)

2) Preparing for school needs at home, being able to prepare for the learning

needs that will be brought to school.

Subjects are able to prepare their own school needs.

"No sister, I prepared it myself..."

(B-00057 – B-00058)

3) Student attitude, maintaining a good attitude in the school environment.

The subject is less capable in dealing with the situation if he finds it difficult to understand the lessons at school.

"Don't be scared of me if you don't want to be rude."

(B-00080 – B-00081)

4) The presence of students can be present regularly at school.

Subjects often feel lazy to go to school.

"Often, because if you are from the 12th grade of the first semester, you are not lazy to enter, it's just that yesterday there was a holiday again, you were ready for the exam, so you were lazy to enter after finishing the last exam."

(B-00142 – B-00146)

5) Carry out discipline at school, obey the rules applied by the school.

Subjects often violate the rules of discipline that have been set by the school.

"Have you ever seen this liptint for example, you are forbidden to use our liptint at this school."

(B-00176 – B-00178)

3. Subject Data Analysis III

According to Arikunto (in Siregar, et al. 2022) there are several indicators of student discipline, which are as follows:

1) Doing school assignments, being able to do the tasks given by the school.

Subjects feel less capable when they get a difficult task in doing schoolwork.

"It's important to remember that if you have a math assignment that you don't want to do something else, then you have to do something else."

(S-00031 – S-00033)

2) Preparing for school needs at home, being able to prepare for learning needs that will be brought to school.

Subjects are able to prepare for their school needs every day.

"At night I prepare my school needs like arranging my roster at night."

(S-00051 – S-00053)

3) Student attitude, maintaining a good attitude in the school environment.

The subject is able to deal with differences of opinion with friends at school.

"Hmm... "I don't think it's going to affect my opinion, so I'm going to have to change my mind."

(S-00099 – S-00101)

4) Student attendance can be attended regularly at school.

The subject is lacking in his presence at school.

"A lot of times, especially on important days, when there's a ceremony, I don't often come to you. But also sometimes like this, this week we want to study tour, we have a plan not to come to school."

(S-00147 – S-00151)

5) Carry out discipline at school, obey the rules applied by the school.

The subject felt that there was a lack of role in school discipline in shaping student discipline behavior at Harapan 3 Medan school.

"Sometimes this isn't the case, sometimes these boys are also often motorcycle gangs, sometimes they don't even make a fuss, but this school is just a joke, I don't care at all. "Like the other guys, I don't think anyone has any criminal charges or anything like that."

(S-00226 – S-00234)

4. Subject Data Analysis IV

According to Arikunto (in Siregar., et al. 2022) there are several indicators of student discipline, which are as follows:

1) Doing schoolwork, being able to do and complete school assignments.

Subjects find it difficult to do group assignments due to different tutoring schedules with their group friends, making it difficult to find suitable people to work with. However, the subject is able to manage time to do and complete his schoolwork.

"If you are from grade 10, you don't mind until grade 11, but if you are in grade 12, for example, the group must continue to do it at home or wherever it is objectionable. The problem is that we have now started tutoring, so eh... Sometimes we have different tutoring times with our group mates so we don't have time to do it, but if you do the assignment, it's safe."

(T-00028 – T-00037)

2) Preparing for school needs at home, being able to prepare for learning needs that will be brought to school.

Subjects always prepare school needs according to the schedule that is already available. Although sometimes the subject deliberately leaves some necessary items behind.

"If it's for the goods, it's according to the schedule, but sometimes it's like there's something like this, for example, this is tomorrow I won't learn this part, so I don't need to bring it."

(T-00126 – T-00129)

3) Student attitude, maintaining a good attitude at school.

Subjects feel it is important to maintain an attitude because it can affect grades.

"It's very important because as usual in school, you need to meet face to face with the teacher. Because there are so many teachers like this, for example, if our grades are bad, it will definitely be judged by nature. So suppose our grades are bad, our nature is bad. We can't get any more value anymore."

(T-00217 – T-00223)

4) Student attendance can be attended regularly to school.

Subjects feel that presence and discipline greatly influence grades.

"Well, there's... Because if for example it is late, it will also be stamped, and if for example you are diligent in coming, you will be absent, right. Well, I actually often miss out sometimes I go abroad, travel, and that's it. So at that time, it was right for the teacher's report card to say that I can't get permission anymore, well, he said that, because if I get permission again, my score will go down, right."

Because the value of absenteeism has an effect, being late also has an effect, discipline too. So, for example, me and my friends have the same values, but I am absent more often, late, and not disciplined. It's definitely his higher grade."
(T-00305 – T-00319)

5) Implementing rules at school, obeying the rules that have been implemented by the school.

The subject had difficulty in obeying the rules for using cellphones at school.
"It was just yesterday that we had a phone call but we didn't get it."
(T-00486 – T-00487)

In addition, the subjects also had difficulty in obeying the rules of appearance related to nails.

"Annoyed... It's like the nails shouldn't be that short because it hurts. So I don't want to say how many times the teacher can't understand because of religious rules."

(T-00394 – T00397)

5. Subject Data Analysis V

According to Arikunto (in Siregar., et al. 2022) there are several indicators of student discipline, which are as follows:

1) Doing schoolwork, being able to do and complete school assignments.

The subject feels that difficult tasks can hinder him in doing the task.
"It's a bit of a hassle to get the job done"
(H-00046 – H-00047)

2) Preparing for school needs at home, being able to prepare for learning needs that will be brought to school.

Subjects get help in preparing for school needs.
"Prepare books, prepare provisions, be helped by my mother too."
(H-00078, H-00083)

3) Students' attitudes, maintaining a good attitude at school.

The subject felt it was important to maintain a good attitude so as not to damage his own name.

"Em... It depends on the teacher. For example, if the teacher often tells stories to other teachers, then our name is bad for the teachers."
(H-00126 – H-00129)

4) Student attendance can be attended regularly to school.

Subjects are often late to school because they feel tired of their routine.
"It's quite often late, because I feel tired every day."
(H-00198 – H-00199)

5) Implementing rules at school, obeying the rules that have been implemented by the school.

The subject felt that the rules of discipline were too strict.
"Maybe it's because there are regulations that are too complicated or too strict."
(H-00282 – H00283)

B. Factors Affecting Subject Discipline Behavior Related to School Discipline

According to Sugiarto (in Perwira, 2022) the factors that affect disciplinary behavior are as follows :

- a. Internal Factors (of oneself)**
- b. External Factors (from the outside)**

External factors include lack of support from parents, low motivation from teachers, influence of the social environment, and lack of role of BK teachers in student development. The results of the study showed that subjects I, II and III felt a lack of support from teachers in understanding school discipline. Subject III even states that schools are less likely to contribute to helping students understand and implement the rules. However, subject IV felt support from teachers in task flexibility, as well as motivation from peers to continue to excel. Subject V also received encouragement from the teacher regarding attendance and punctuality. This shows that the role of teachers and the school environment has a great influence on student discipline.

C. The Impact of Subject Discipline Behavior on the Learning Atmosphere at School

Students who have high self-discipline tend to be more successful in achieving their academic goals, as they are able to manage their time and resources more effectively (in Rahman and Fuad, 2024). Discipline has been proven to have a positive impact on students' academic achievement, as conveyed by Subjects I, II, IV and V. They revealed that compliance with school regulations, regularity in managing time, attendance, and good attitude to teachers support a comfortable learning atmosphere and have an impact on improving grades. Subject IV even realized that discipline helped him rise from a decline in achievement in grade 11. This is in line with the theory that students with a high level of discipline tend to achieve better academic achievement because they are able to manage time and utilize resources optimally. However, in contrast to Subject III who felt that school rules did not support learning comfort, especially because they were disturbed by noisy peers in class.

Discussion

Student discipline is fundamentally defined by the capacity to adhere to institutional regulations and fulfill academic responsibilities. According to Arikunto (as cited in Siregar et al., 2022), core discipline indicators encompass consistent attendance, timely completion of assignments, proactive preparation of learning materials, appropriate behavioral conduct, and strict adherence to school mandates. The following analysis details the behavioral patterns of five subjects, illustrating how internal motivations and external environments shape their disciplinary profiles.

Subject IV demonstrates the highest level of discipline among the group, consistently meeting the majority of established indicators. This student exhibits a strong sense of responsibility toward academic tasks and ensures all learning materials are prepared before arriving at school. Interestingly, his behavioral regulation is partially driven by an awareness of teacher evaluations, suggesting that the perception of authority plays a significant role in his self-control. Although he occasionally struggles with minor infractions regarding appearance and mobile phone usage, and has missed school for family travels, his overall academic

commitment remains steadfast. This profile aligns with the theory that discipline serves as a protective factor against procrastination and academic lethargy, ultimately fostering higher achievement (Aulia et al., in Ananda, 2023). Furthermore, research by Duckworth and Seligman (2005) in their study "*Self-Discipline Outdoes IQ in Predicting Academic Performance*" supports the idea that highly disciplined students like Subject IV are more likely to succeed because they can inhibit impulsive behaviors in favor of long-term goals. Consequently, Subject IV's behavior suggests that even when external distractions exist, a core foundation of responsibility can maintain a student's trajectory toward success.

In stark contrast, Subject V represents the lowest level of discipline, struggling to meet almost every established indicator. This student frequently delays or avoids assignments when they appear difficult, indicating a low threshold for academic frustration and a lack of self-efficacy. His lack of independence is further evidenced by his reliance on parents to prepare basic learning needs, suggesting a deficit in executive functioning skills required for school readiness. Additionally, Subject V perceives school regulations as overly restrictive, which leads to a conscious choice to bypass rules rather than internalize them. This behavior is often symptomatic of a lack of intrinsic motivation, where the student sees no personal value in the educational process. According to Ryan and Deci's (2000) Self-Determination Theory, students who feel a lack of autonomy or competence, like Subject V, are less likely to engage in disciplined behavior. Without a supportive environment that fosters a sense of belonging and competence, such students often view rules as external impositions rather than helpful guidelines. Therefore, Subject V's profile highlights the critical need for targeted interventions that build both academic confidence and a more positive perception of school structure.

Subject II presents a nuanced disciplinary profile, demonstrating significant independence in task completion and material preparation. He draws upon personal life experiences as a catalyst for responsibility, showing a level of maturity that allows him to manage his duties without constant supervision. However, this independence is occasionally undermined by bouts of "laziness," leading to unexcused absences that disrupt his consistency. Furthermore, he engages in minor acts of defiance, such as wearing makeup (lipstick) against school regulations, which suggests a desire to test boundaries or prioritize personal expression over institutional norms. This mixture of high competence and occasional non-compliance is common in adolescents seeking to establish their identity. Research by Baumrind (1991) on parenting styles and adolescent development suggests that students with Subject II's profile often come from environments where they are encouraged to be independent but may lack the consistent firm guidance needed to eliminate "minor" rule-breaking. His case illustrates that while a student may possess the skills to be disciplined, emotional states and the desire for self-expression can still lead to sporadic lapses in conduct.

Subject I displays a unique form of discipline characterized by social responsibility and independent decision-making, though he lacks consistency in administrative areas. While he may not always feel enthusiastic about school, he maintains a baseline of attendance and shows a commendable willingness to assist his peers, indicating high prosocial behavior. His ability to make independent decisions suggests a strong internal locus of control regarding his personal choices. However, he falls short in the logistical aspects of discipline, such as ensuring he has the correct school attributes or preparing adequately for the day's lessons. His adherence to

specific school rituals, such as collective prayers, is also inconsistent, pointing to a selective approach to rule-following. This behavioral pattern aligns with Kohlberg's (1981) Stages of Moral Development, where a student might follow rules based on personal social contracts rather than a universal acceptance of authority. Subject I's profile suggests that while he is a positive member of the school community, he requires more structured support to bridge the gap between his social strengths and his organizational weaknesses.

Subject III's disciplinary level is heavily influenced by his perception of how rules are enforced by the school administration. He frequently avoids mandatory ceremonies and justifies his lack of obedience by pointing out the inconsistent application of sanctions by teachers. This suggests that his motivation to be disciplined is highly dependent on the perceived fairness and reliability of the environment. Despite this cynicism toward school-wide rules, he maintains personal discipline in his daily life by preparing his own school needs and maintaining a respectful attitude. This dichotomy is explained by Miftah Thoha (in Rinaldi, 2022), who posits that consistent sanctions serve as a necessary external motivator to reinforce disciplined behavior. Furthermore, a study by Arum and Beattie (1999) emphasizes that when school discipline is perceived as inconsistent or unfair, student commitment drops significantly. Subject III's case proves that individual discipline is not just a personal trait but a reaction to the institutional climate; when the system appears unreliable, the student's motivation to comply with its demands is naturally diminished.

Research Weaknesses

1. As a researcher classified within the novice category, there is an inherent limitation regarding the depth of technical skills and analytical abilities required for complex qualitative inquiries. This lack of experience often manifests during the data collection process, where a beginner may struggle to employ advanced probing techniques or maintain the necessary reflexivity to mitigate personal bias. The transition from theoretical understanding to practical field application is frequently marked by "methodological awkwardness," where the researcher may overlook subtle non-verbal cues or fail to pursue critical emerging themes during a live interaction. This condition is consistent with the findings of Kvale and Brinkmann (2009), who argue that interviewing is a craft that requires extensive practice to master the balance between following a guide and being responsive to the subject's narrative. Furthermore, research by Roulston (2010) highlights that novice researchers often face "fears and anxieties" that can inadvertently influence the rapport with participants, potentially leading to data that lacks the desired depth or "thickness." Thus, the shortcomings found during this process are not merely individual failings but are recognized developmental stages in the trajectory of becoming a proficient scholar.
2. One of the primary logistical challenges encountered during the fieldwork was the significant difficulty in synchronizing schedules to establish a fixed and reliable time for interviews. This obstacle arose from the subjects' fluctuating professional and personal commitments, which often led to last-minute cancellations or the need for repeated rescheduling. Consequently, the interview sessions were frequently conducted under time pressure, preventing a more intensive and longitudinal exploration of the research questions. This limitation directly impacts the "prolonged engagement" aspect of data trustworthiness, as the researcher has fewer opportunities to build the deep trust

necessary for subjects to disclose sensitive or complex information. According to Guest, Bunce, and Johnson (2006), the quality of qualitative data is heavily dependent on the context and duration of the interaction; when time is constrained, the researcher may reach a superficial level of data saturation rather than a truly comprehensive one. This phenomenon is further supported by Polkinghorne (2005), who emphasizes that "intensive" interviewing requires a relaxed temporal space to allow the subject's life world to unfold. Therefore, these scheduling conflicts represent more than just a convenience issue—they constitute a structural barrier that limits the potential for deep, iterative data collection.

Conclusion

Based on the results of the study, it can be concluded that subject II has the best level of discipline. Meanwhile, subject V showed a low level of discipline, especially in attendance and compliance with school regulations. Subjects I, III, and IV still have difficulties in complying with the rules, especially in the aspects of attendance and appearance rules. Some of the factors that affect the level of student discipline include laziness, difficulty in managing time, and lack of supervision of violations that occur at school.

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