

The Implementation of School Regulations to Enhance Student Discipline at State Senior High School 1 Sungai Pinang

Eka Eryani^{1*}

¹Universitas PGRI Palembang

*Corresponding author: ekaeryani236@gmail.com

Abstrak

Sejak disiplin secara langsung terkait dengan prestasi belajar dan perkembangan kepribadian siswa, disiplin merupakan salah satu aspek karakter yang perlu ditanamkan di bidang pendidikan. Dengan menerapkan aturan sekolah, sekolah sebagai lembaga pendidikan resmi memiliki kewajiban untuk menanamkan prinsip-prinsip disiplin. Tujuan penelitian ini adalah untuk mengidentifikasi unsur-unsur yang memfasilitasi dan menghambat pelaksanaan peraturan sekolah di SMAN 1 Sungai Pinang guna meningkatkan disiplin siswa. Metodologi penelitian kualitatif deskriptif digunakan, dan data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Temuan penelitian menunjukkan bahwa sosialisasi aturan adalah cara SMAN 1 Sungai Pinang menerapkan peraturan, peran teladan guru, pembiasaan perilaku disiplin, dan penerapan sanksi dan penghargaan secara konsisten. Faktor pendukung pelaksanaan meliputi komitmen guru, dukungan kepala sekolah, dan kerja sama dengan orang tua, sementara hambatan meliputi kesadaran yang rendah pada sebagian siswa dan pengaruh lingkungan di luar sekolah. Kesimpulannya, pelaksanaan peraturan sekolah memainkan peran penting dalam membentuk disiplin siswa di SMAN 1 Sungai Pinang melalui pendekatan pendidikan, pembiasaan, dan teladan.

Kata kunci: Disiplin Siswa, Peraturan Sekolah, Pendidikan Karakter, Kepemimpinan Pendidikan, Penelitian Kualitatif.

Abstract

Since discipline is directly linked to learning achievement and the development of students' personalities, it is one facet of character that needs to be fostered in the field of education. By enforcing school rules, schools, as official educational establishments, have an obligation to instill the principles of discipline. The purpose of this study is to ascertain the elements that facilitate and impede the execution of school regulations at SMAN 1 Sungai Pinang in order to improve student discipline. Descriptive qualitative research methodology is employed, and data is gathered by observation, interviews, and documentation. The study's findings show that socialization of rules is how SMAN 1 Sungai Pinang implements regulations, teacher role models, habituation of disciplined behavior, and the consistent application of sanctions and rewards. Supporting factors for implementation include teacher commitment, principal support, and cooperation with parents, while obstacles include low awareness of some students and the influence of the environment outside the school. In conclusion, the implementation of school regulations plays an important role in shaping student discipline at SMAN 1 Sungai Pinang through an educational approach, habituation, and role models.

Keywords: Student Discipline, School Regulations, Character Education, Educational Leadership, Qualitative Research.

1. INTRODUCTION

Schools are fundamental institutions that significantly contribute to the intellectual, moral, social, and spiritual growth of students (Anik et al., 2021). Besides being spaces for the transmission of knowledge, schools also serve as environments for character development. One key factor in shaping a student's personality is discipline (Paludo & Montresor, 2024).

History:

Received : 2 March 2026

Revised : 2 March 2026

Accepted : 4 March 2026

Published : 9 March 2026

Publisher: Horizon Edukasi Prima Indonesia

Licensed: This work is licensed under a Creative Commons Attribution 4.0 License



Discipline represents adherence to rules and norms and reflects an individual's awareness of their duties and responsibilities. In terms of character building, discipline is essential, and it must be cultivated early on. By practicing discipline, students learn to manage themselves, respect time, follow rules, and uphold ethics in their daily school activities (Suyitno et al., 2021).

In the formal school setting, rules and regulations are essential, as they guide the behavior of all school members, including students. These rules are strongly linked to student discipline, which remains a challenge in many educational institutions. Many students see these regulations as constraints on their freedom, often resulting in violations. Unchecked, this irresponsible freedom can have negative consequences for individuals, families, and society at large (Sari, 2023). Therefore, school rules are crucial for fostering a responsible and positive learning environment, helping maintain a pleasant and orderly atmosphere. The enforcement of these regulations is essential to prevent behaviors that go against societal norms (Rahman, 2022).

However, student adherence to school rules is often low, as seen at SMAN 1 Sungai Pinang, where violations such as tardiness, non-compliance with uniforms, use of inappropriate language, and disrespect toward teachers are still prevalent (Liya Umaroh et al., 2023). This reflects a lack of discipline awareness and development, requiring stronger efforts from the school to instill consistent discipline (N. Tran et al., 2024). A clear, directed, and focused system of behavioral control within the school is needed, so that everyone understands their boundaries and responsibilities (Akkaya & Polat, 2022). To foster positive behavior and instill discipline, schools require effective tools, such as school rules.

School regulations are not only guidelines for student behavior but also serve as a means of supervision and control over actions that deviate from established norms. Consistently implementing these regulations helps create an orderly, safe, and conducive environment for learning and student character development (Utari & Afendi, 2022). These regulations play a vital role in shaping an organized educational environment. They set clear guidelines for rights, responsibilities, and prohibitions for all members of the school community, including students, teachers, and staff. By defining the boundaries of acceptable and prohibited behavior, these rules contribute to a harmonious school atmosphere.

Disciplinary regulations are not meant to restrict student freedom, but rather to foster character development and cultivate positive behavioral habits (Antonopoulou et al., 2025). By following the rules, students learn to take responsibility, be disciplined, and develop moral awareness in their everyday lives. Additionally, these regulations indirectly serve as an educational tool that imparts values such as honesty, order, mutual respect, and adherence to ethical norms (Amin, 2023). Therefore, school rules help shape not just students' external behavior but also their personalities, preparing them to be individuals with strong character, ethics, and readiness to face societal challenges. The successful implementation of school regulations requires the active involvement of all parties, including the principal, teachers, staff, and the students themselves (Buerkle et al., 2023).

Discipline must be consistently implemented through habitual activities, supervision, and role models provided by educators. This helps students understand that discipline is not just a requirement but an essential aspect of creating a safe, organized, and supportive learning environment (Oktari, 2024). Through effective disciplinary regulation implementation, it is hoped that a positive school climate will emerge, enabling students to thrive academically and personally.

For these reasons, research on the implementation of school regulations in improving student discipline at SMAN 1 Sungai Pinang is critical. This study aims to explore how school regulations are applied in daily school life and how these regulations contribute to students' disciplined behavior (Kaforina et al., 2023). The research will offer a comprehensive view of the strategies, approaches, and mechanisms used by the school, including teacher role

models, positive behavior habits, and the consistent application of rewards and sanctions. The study's findings are expected to provide valuable insights for schools to reflect on and assess the effectiveness of their disciplinary practices. Moreover, this research can inform the development of character education policies, particularly regarding student discipline, thus fostering a more orderly and harmonious learning environment oriented towards the cultivation of noble values. This study has both theoretical significance for the advancement of educational science and practical value for improving school management and nurturing student character in the future (Almarashdi & Jarrah, 2023).

2. METHOD

This study uses qualitative research because the problems discussed are not related to numerical data but focus on describing, elaborating, and illustrating the implementation of school regulations in improving student discipline at SMA Negeri 1 Sungai Pinang (T. Q. Tran & Duong, 2020). The purpose of qualitative research is to describe and explore as well as to describe and explain social phenomena in depth. Most qualitative research is descriptive and explanatory in nature (Bressane et al., 2024). Qualitative research aims to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of individuals and groups. This research was conducted at SMA Negeri 1 Sungai Pinang, Ogan Ilir Regency, South Sumatra. The study was carried out over four weeks, from September to October, starting from the research proposal development stage to the completion of the research report. The research subjects were school members directly involved in implementing the regulations, namely the Principal, Vice Principal for Curriculum, Guidance and Counseling Teachers, Subject Teachers, Homeroom Teachers, and students (Rudini & Khasanah, 2022). The object of the research was the implementation of school rules and their influence on student discipline. Data collection techniques were conducted through several methods: observation to directly examine the implementation of school rules, student behavior, and forms of discipline within the school environment; in-depth interviews with the principal, teachers, and students to obtain information related to the implementation of rules and their impact on student discipline behavior; and documentation by collecting relevant documents such as school rule books, student control cards, attendance lists, violation reports, and minutes of school meetings related to discipline (Nada et al., 2021).

Data analysis in this study employed qualitative analysis techniques, including data reduction, data display, and conclusion drawing. Data reduction was carried out by selecting, focusing, and simplifying raw data obtained from observations, interviews, and documentation. The data were then organized and presented in a systematic and descriptive form to facilitate interpretation. Finally, conclusions were drawn based on patterns, themes, and relationships identified during the analysis process to ensure that the findings accurately reflected the research objectives.

To ensure the validity and reliability of the data, the researcher applied triangulation techniques, including source triangulation and method triangulation. Source triangulation was conducted by comparing information obtained from different informants, such as the principal, teachers, and students. Method triangulation was carried out by comparing data collected through observation, interviews, and documentation. Additionally, prolonged engagement in the field and careful documentation strengthened the credibility of the research findings, ensuring that the results provide an accurate and comprehensive description of the implementation of school regulations in improving student discipline.

3. RESULT AND DISCUSSION

Based on observations, interviews, and documentation at SMA Negeri 1 Sungai Pinang, it was found that efforts to improve student discipline through the implementation of school regulations were carried out through several strategic steps. These steps include socializing the rules, teacher role models, fostering disciplined behavior, and consistently applying sanctions and rewards. Furthermore, the implementation of regulations is also greatly influenced by several supporting elements such as teacher dedication, principal support, and collaboration with parents. Meanwhile, the most inhibiting factors are low awareness among some students and the negative impact of the environment outside the school (Fadhillah et al., 2023). The school actively socializes regulations through various activities, such as flag ceremonies, School Environment Introduction Period (MPLS) activities, homeroom meetings, and the distribution of student handbooks. This socialization aims to ensure that all school members understand the content and purpose of the regulations, not just knowing a list of prohibitions (Nagara & Machfauzia, 2020).

At SMA Negeri 1 Sungai Pinang, teachers and the principal demonstrate discipline in various aspects, such as punctual arrival, neat appearance, and carrying out tasks responsibly. This exemplary behavior serves as a concrete example for students. Schools implement various routine habit-building activities, such as praying before class, maintaining classroom cleanliness, being on duty, and adhering to the study schedule. These habits are carried out daily under the supervision of homeroom teachers and on-duty teachers. Schools also consistently implement a system of sanctions and rewards (Foxworthy & McCarter, 2025). Sanctions are given to students who violate regulations, such as being late, not wearing the required uniform, or not completing assignments. The sanctions are educational in nature, such as warnings, additional assignments, or coaching by the guidance counsellor (Miller et al., 2021). Conversely, students who behave in a disciplined manner are given rewards, either in the form of certificates, praise, or recognition in school activities. A balanced reward and punishment system makes students feel appreciated for their discipline and motivated to improve their behavior when they violate it. Research also emphasizes the importance of a shared commitment between schools and parents in instilling discipline. The support of the principal and teachers is a key driver of successful implementation of discipline (Zusniarni et al., 2024). However, obstacles such as low student awareness and the influence of the external environment show that discipline development is not sufficient if carried out only at school, but requires synergy with families and the community. Schools need to strengthen character development through extracurricular activities, counseling, and value education so that students are able to internalize discipline in everyday life, both at school and outside (Hwang & Ham, 2021).

In addition, continuous monitoring and evaluation are essential to ensure that the implementation of school regulations remains effective and relevant. The school conducts periodic evaluations through teacher meetings, counseling reports, and discussions with parents to identify patterns of violations and determine appropriate follow-up actions. This reflective process allows the school to revise strategies, improve communication, and adjust disciplinary approaches in accordance with students' developmental needs. Through systematic evaluation, discipline is not merely enforced but continuously improved as part of the school's quality assurance process.

Moreover, the cultivation of discipline at SMA Negeri 1 Sungai Pinang reflects an educational approach rather than a purely punitive one. The emphasis on guidance, habituation, and positive reinforcement indicates that the school prioritizes character

formation over mere compliance with rules. By integrating discipline into daily routines, classroom management, and extracurricular programs, students gradually develop self-control, responsibility, and awareness of social norms. Therefore, the implementation of school regulations functions not only as a regulatory framework but also as a strategic instrument in shaping students' character and preparing them to become responsible members of society.

4. CONCLUSION

Based on the research results, it can be concluded that the implementation of school regulations at SMAN 1 Sungai Pinang has been effective in improving student discipline. This success is evident in the increasing awareness of students in obeying regulations, carrying out obligations, and respecting the rights and responsibilities as school members. The implementation of regulations is not only focused on imposing sanctions for violations, but also carried out through an educational approach that instills discipline values from an early age, fosters positive behavior in daily activities at school, and exemplifies the role of teachers and educational staff as role models for students. In addition, the effectiveness of the implementation of regulations is also supported by the active role of the principal in providing direction, the commitment of teachers in supervision and guidance, and good cooperation between the school and parents of students. However, there are still several obstacles such as a lack of awareness among some students and the influence of a less conducive outside school environment. However, with continuous efforts in enforcing regulations and character building, the school is able to create an orderly, safe environment that supports the optimal achievement of educational goals.

5. ACKNOWLEDGEMENT

The author would like to express his deepest gratitude to all parties who participated and provided assistance in the preparation of this article. His sincere thanks go to all respondents who took the time to be interviewed and provided invaluable information and data for the success of this research. Special thanks go to: Mr. Abdul Manan, S.Pd., as the principal of SMAN 1 Sungai Pinang, has provided permission, guidance, and full support for the implementation of this research. Thanks to his assistance, cooperation, and openness, the research process was able to run smoothly and in accordance with the intended objectives.

6. REFERENCES

- Akkaya, S., & Polat, K. (2022). An investigation of the relationship between the parents' math literacy self-efficacy and their math anxieties. *Educational Policy Analysis and Strategic Research, 17*(2), 246–265. <https://doi.org/10.29329/epasr.2022.442.11>
- Almarashdi, H. S., & Jarrah, A. M. (2023). Assessing tenth-grade students' mathematical literacy skills in solving PISA problems. *Social Sciences, 12*(1), 1–15. <https://doi.org/10.3390/socsci12010033>
- Amin, M. Y. M. (2023). AI and Chat GPT in language teaching: Enhancing EFL classroom support and transforming assessment techniques. *International Journal of Higher Education Pedagogies, 4*(4), 1–15. <https://doi.org/10.33422/ijhep.v4i4.554>

Anik, J., Noodiana, & Wahyuning, E. (2021). TikTok function in the millennial era. *International Joint Conference on Arts and Humanities*.

Antonopoulou, H., Matzavinou, P., Giannoukou, I., & Halkiopoulos, C. (2025). Teachers' digital leadership and competencies in primary education: A cross-sectional behavioral study. *Education Sciences*, 15(2). <https://doi.org/10.3390/educsci15020215>

Bressane, A., Zwirn, D., Essiptchouk, A., Saraiva, A. C. V., Carvalho, F. L. de C., Formiga, J. K. S., Medeiros, L. C. de C., & Negri, R. G. (2024). Understanding the role of study strategies and learning disabilities on student academic performance to enhance educational approaches: A proposal using artificial intelligence. *Computers and Education: Artificial Intelligence*, 6(September 2023). <https://doi.org/10.1016/j.caeai.2023.100196>

Buerkle, A., O'Dell, A., Matharu, H., Buerkle, L., & Ferreira, P. (2023). Recommendations to align higher education teaching with the UN sustainability goals – A scoping survey. *International Journal of Educational Research Open*, 5, 100280. <https://doi.org/10.1016/j.ijedro.2023.100280>

Fadhillah, N., Sudjarwo, S., & Habsari, D. (2023). Students' perception of project-based learning in writing class. *International Journal of Education and Digital Learning (IJEDL)*, 1(3), 65–70. <https://doi.org/10.47353/ijedl.v1i3.12>

Foxworthy, A. W., & McCarter, W. (2025). Uncovering the treasure of self-directed learning. *Inquiry: The Journal of the Virginia Community Colleges*, 28(1).

Hasibuan, M. (2019). *Human resource management*. Jakarta: Bumi Aksara.

Hidayat, R. (2020). Implementation of school rules in cultivating student discipline. *Journal of Character Education*, 8(2), 115–124.

Hwang, J., & Ham, Y. (2021). Relationship between mathematical literacy and opportunity to learn with different types of mathematical tasks. *Journal on Mathematics Education*, 12(2), 199–222. <https://doi.org/10.22342/JME.12.2.13625.199-222>

Kaforina, M., Mulyadi, M., & Jaya, A. (2023). The students' personality based on their reading attitude. *Esteem Journal of English Education Study Programme*, 7(1), 12–23. <https://doi.org/10.31851/esteem.v7i1.12654>

Koesoema, D. (2015). *Character education in the global age*. Jakarta: Grasindo.

Lickona, T. (2012). *Educating for character: How our schools can teach respect and responsibility*. New York: Bantam Books.

Liya Umaroh, Mukaromah Mukaromah, & Muhammad Naufal. (2023). Enhancing speaking skill through AI-powered technology. *Seminar Nasional Teknologi Dan Multidisiplin Ilmu (SEMNASTEKMU)*, 3(1), 142–148. <https://doi.org/10.51903/semnastekmu.v3i1.209>

Ministry of Education and Culture. (2020). *Guidelines for instilling discipline values in schools*. Jakarta: Ministry of Education and Culture of the Republic of Indonesia.

- Miller, E. C., Severance, S., & Krajcik, J. (2021). Motivating teaching, sustaining change in practice: Design principles for teacher learning in project-based learning contexts. *Journal of Science Teacher Education*, 32(7), 757–779. <https://doi.org/10.1080/1046560X.2020.1864099>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis*. California: Sage Publications.
- Moleong, L. J. (2018). *Qualitative research methodology*. Bandung: Rosdakarya Youth.
- Nada, H. N., Fajarningsih, R. U., & Astirin, O. P. (2021). Environmental education to build school members' character. *JPBI (Jurnal Pendidikan Biologi Indonesia)*, 7(1), 43–52. <https://doi.org/10.22219/jpbi.v7i1.14283>
- Nagara, M. M. C., & Machfauzia, A. N. (2020). The meaning of qualisign, sinsign, and legisign of Gejog Lesung art “Mukti Lestari” in Sewon Bantul. *444(Icaae 2019)*, 168–173. <https://doi.org/10.2991/assehr.k.200703.034>
- Oktari, N. F. (2024). Investigating EFL students' strategies to overcome barriers in improving speaking skills through English Club [Universitas Islam Negeri Ar-Raniry Banda Aceh]. <https://repository.ar-raniry.ac.id/id/eprint/34541/>
- Paludo, G., & Montesor, A. (2024). Fostering metacognitive skills in programming: Leveraging AI to reflect on code. *CEUR Workshop Proceedings*, 3879. https://www.researchgate.net/profile/Giulia-Paludo/publication/385620293_Fostering_Metacognitive_Skills_in_Programming_Leveraging_AI_to_Reflect_on_Code/links/672cc58577f274616d625fdc/Fostering-Metacognitive-Skills-in-Programming-Leveraging-AI-to-Reflect-o
- Rudini, M., & Khasanah, A. (2022). Implementasi penilaian pembelajaran kurikulum 2013 dalam meningkatkan partisipasi aktif siswa di sekolah dasar. *Guruku: Jurnal Pendidikan Dan Sosial Humaniora*, 1(1), 33–43. <https://doi.org/10.59061/guruku.v2i1.570>
- Rahman, M. (2022). The importance of enforcing school rules. *Journal of Management*.
- Safitri, A. O., Yuniarti, V. D., & Rostika, D. (2022). Upaya peningkatan pendidikan berkualitas di Indonesia: Analisis pencapaian Sustainable Development Goals (SDGs). *Jurnal Basicedu*, 6(4), 7096–7106. <https://doi.org/10.31004/basicedu.v6i4.3296>
- Sari, F. (2023). Student freedom and responsibility at school. *Socialization Journal*.
- Suryosubroto, B. (2018). *Educational management in schools*. Jakarta: Rineka Cipta.
- Suyitno, A., Suyitno, H., & Sugiharti, E. (2021). Integration of 4C competencies in online mathematics learning in junior high schools during the COVID-19 pandemic. *Journal of Physics: Conference Series*, 1918(4), 113–124. <https://doi.org/10.1088/1742-6596/1918/4/042083>

Tran, N., Hoang, D. T. N., Gillespie, R., Yen, T. T. H., & Phung, H. (2024). Enhancing EFL learners' speaking and listening skills through authentic online conversations with video conferencing tools. *Innovation in Language Learning and Teaching*, 9(184), 1–11. <https://doi.org/10.1080/17501229.2024.2334809>

Tran, T. Q., & Duong, T. M. (2020). EFL learners' perceptions of factors influencing learner autonomy development. *Kasetsart Journal of Social Sciences*, 41(1), 194–199. <https://doi.org/10.1016/j.kjss.2018.02.009>

Utari, D., & Afendi, A. R. (2022). Implementation of Pancasila student profile in elementary school education with project-based learning approach. *EduLine: Journal of Education and Learning Innovation*, 2(4), 456–464. <https://doi.org/10.35877/454ri.eduline1280>

Wibowo, A. (2021). *Character education in schools: Theory and practice*. Yogyakarta: Student Library.

Zusniarni, Z., Nazurty, N., & Sukendro, S. (2024). Pengembangan LKPD berbasis Project Based Learning (PjBL) pada muatan IPAS untuk meningkatkan efektivitas pembelajaran peserta didik kelas IV MI Darussalam Kota Jambi. *Jurnal Ilmiah Global Education*, 5(2), 1170–1177. <https://doi.org/10.55681/jige.v5i2.2766>