

SCHOOL DISCIPLINE MANAGEMENT AND ITS IMPACT ON STUDENTS' POSITIVE BEHAVIOR: A CASE STUDY OF SMP NEGERI 50 PEKANBARU**M. Fajri^{1a*}, Suherman^{2b}, Lila Sari Pohan^{3c}, Satri Widiyanti^{4d}, Yuni Syafitri^{5e}, Hendri Marhadi^{6f}**

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m.fajri6871@grad.unri.ac.id**ARTICLE HISTORY****Received** : 27-10-2025**Revised** : 15-11-2025**Accepted** : 20-12-2025**KEYWORDS**

School Discipline Management; Positive Behavior; Character Education; Qualitative Case Study; Junior High School

ABSTRACT

School discipline management is a fundamental component of character education and plays a crucial role in shaping students' positive behavior. This study aims to describe and analyze the implementation of school discipline management and its contribution to the development of positive student behavior at SMP Negeri 50 Pekanbaru. Using a qualitative case study design, data were collected through in-depth interviews, classroom observations, and document analysis involving principals, teachers, and students. The findings reveal that discipline management is implemented through several strategies, including the enforcement of school rules, daily character habituation, exemplary behavior demonstrated by teachers, and continuous guidance. These strategies foster various forms of positive student behavior such as respect, responsibility, honesty, punctuality, empathy, cooperation, and active participation. The study concludes that well-managed and character-oriented discipline has a significant impact on creating a conducive school climate and strengthening students' positive behavior. The implications highlight the importance of collaborative discipline strategies in supporting character development in junior high schools.

This is an open access article under the CC-BY-SA license.**INTRODUCTIONS**

Education has a fundamental role in forming a quality generation, not only in terms of intellectual, but also in terms of attitudes, values, and social skills. Schools as formal educational institutions are required to not only transfer knowledge, but also become a forum for developing students' character. One of the most decisive aspects in the character building process is discipline. Discipline in schools should not be interpreted as rules that limit students' freedom, but rather a habituation process that forms responsibility, independence, and positive behavior in daily life.

In an era full of rapid changes due to globalization and technological advances, the world of education faces increasingly complex challenges. Diverse social environments, rapid information flows, and shifts in values in society often affect students' behavior patterns. It is not uncommon for symptoms of declining discipline to appear, such as reduced respect for teachers, low concern for the school environment, dishonest behavior, and inability to manage time properly. This situation is an important signal for schools to strengthen discipline management as a preventive effort as well as educational coaching.

School discipline management is actually a systematic process in arranging, directing, and fostering student behavior in accordance with the prevailing norms in schools. Not only limited to sanctioning violators of discipline, discipline management includes a comprehensive strategy to foster students' self-awareness of the importance of discipline. With the right approach, discipline will be seen as a necessity, not a compulsion. Therefore, schools need to prepare policies, programs, and real examples from all parties involved, ranging from teachers, education staff, to school principals.

SMP Negeri 50 Pekanbaru as a junior high school institution faces similar challenges. With diverse student backgrounds, both in terms of social and culture, the application of discipline management is a must. Based on initial observations, there are student behaviors that show a positive attitude, such as mutual respect and a sense of responsibility, but on the other hand, there are still actions that require coaching. This condition encourages the need for more in-depth research on how discipline management in schools is implemented and the extent to which it contributes to the improvement of positive student behavior.

Positive behavior of students is a reflection of the success of character education. The indicators can be seen through respect for teachers and friends, a sense of responsibility for tasks, honesty in every action, the ability to manage time well, empathy for others, concern for cleanliness and the environment, cooperation in group activities, and active participation in school activities. If these behaviors can grow consistently, then the educational goals that emphasize the formation of human character will be better achieved. This is where the role of discipline management becomes crucial, because through good management, students can be directed to get used to positive behavior.

The importance of school discipline management can be seen from its impact on the learning climate. If the rules are consistently enforced and implemented with the right approach, schools will become safe, comfortable, and conducive places of learning. This condition will encourage students to focus more on learning and developing their potential. On the other hand, if discipline is ignored, the potential for deviant behavior to appear will be higher and can interfere with the learning process.

Based on this background, the formulation of the problem in this study is how to implement school discipline management in SMP Negeri 50 Pekanbaru and how it impacts on students' positive behavior. This research is important to describe the real practices that occur in schools as well as to analyze the results achieved from the implementation of discipline management.

The purpose of this study is to describe in detail the implementation of school discipline management in SMP Negeri 50 Pekanbaru and identify the forms of positive behavior that arise as a result of the application. Thus, this study is expected to be able to provide a comprehensive picture of the relationship between discipline management and the formation of positive student behavior.

The results of the research are expected to provide benefits both in the theoretical and practical realms. From the theoretical side, this research can enrich the literature in the field of education management, especially related to the application of discipline in junior high schools. This research can also be used as a reference material for future studies that discuss similar topics. Meanwhile, the practical benefits of this research include as input for schools in formulating more effective discipline strategies, as a reference for teachers in fostering students' character, and as an encouragement for students to understand the importance of discipline in daily life.

Ideal school discipline management should emphasize the formation of internal student awareness. Therefore, the strategy used should not simply scare or punish, but should educate, guide, and set a real example. The principle

that needs to be held is discipline that is conscious, meaningful, and fun. With such an approach, students will more easily internalize disciplinary values and make them a habit in life.

At SMP Negeri 50 Pekanbaru, the application of discipline management is manifested in various forms, such as the preparation of school rules, habituation activities carried out every day, giving examples by teachers, and involving students in activities that foster a sense of responsibility and social concern. This effort is ultimately expected to be able to shape the character of students who are not only disciplined, but also have sustainable positive behavior.

By paying attention to the description above, it can be emphasized that research on school discipline management at SMP Negeri 50 Pekanbaru is very relevant to be carried out. This research will not only show the factual conditions in the field, but can also provide constructive recommendations for improvement. It is hoped that schools can continue to improve the effectiveness of discipline management, so that the goal of education to produce a generation with character, intelligence, and morals can be truly achieved.

RESEARCH METHODS

This research uses a qualitative approach with a case study design. The qualitative approach was chosen because it is able to explore in depth the social phenomena that occur in the school environment, especially related to the application of discipline management in increasing positive student behavior. The design of the case study was chosen so that the researcher could focus on the real conditions at SMP Negeri 50 Pekanbaru as the location of the research.

The subjects of the study include principals, teachers, and students who are selected purposively, namely based on the consideration that they have a direct relationship with the implementation of school discipline. Data collection techniques are carried out through in-depth interviews, direct observations, and document analysis such as school discipline, discipline reports, and student activity records. To maintain the validity of the data, the triangulation technique of sources and methods is used, so that the data obtained is more valid and trustworthy.

Data analysis is carried out interactively with the stages of data reduction, data presentation, and conclusion drawn. Through this process, researchers can systematically describe how discipline management is applied in schools and its impact on the formation of positive student behavior.

RESULTS AND DISCUSSION

Implementation of School Discipline Management at SMP Negeri 50 Pekanbaru

Based on the results of interviews, observations, and document analysis, the implementation of discipline management at SMP Negeri 50 Pekanbaru is carried out in a planned and comprehensive manner through various components of activities, such as the enforcement of discipline, habituation of character values, teacher examples, and continuous supervision and coaching. School principals play an important role in formulating discipline policies and building a conducive school culture, while teachers are the main implementers who internalize disciplinary values in teaching and learning activities.

The form of application of discipline that is carried out includes punctual attendance, neatness of dressing, responsibility for maintaining environmental cleanliness, and regularity in carrying out learning activities. Schools also have a coaching mechanism for students who violate the rules with a dialogical and educational approach, not just sanctions. This approach aims to foster students' self-awareness of the importance of discipline as part of personal character.

The results of the observations show that the school has succeeded in creating a safe, orderly, and fun environment. Students feel more valued, have a sense of responsibility, and show commitment in obeying the rules. This reinforces the view of Hoy and Miskel (2008) that effective discipline not only creates order, but also encourages the formation of a positive and productive learning climate.

The Role of Principals and Teachers in the Implementation of Discipline

The principal at SMP Negeri 50 Pekanbaru carries out managerial and leadership functions oriented towards character development. He not only sets disciplinary policies, but also sets a real example in terms of punctuality, work ethic, and commitment to responsibility. School principals routinely monitor discipline through meetings, classroom observations, and direct coaching to teachers and students.

Meanwhile, teachers play the role of a model of discipline and a guide to student behavior. In the teaching and learning process, teachers enforce the rules in a persuasive way, accompanied by an explanation of the moral values behind each rule. Based on the results of the interview, the teacher stated that this strategy was more effective than giving physical or verbal punishment. This is in line with Sergiovanni's (1987) theory, which states that effective discipline is built through moral leadership, not coercive authority.

Teachers also strive to foster discipline through reflective and motivational activities. For example, by giving praise to disciplined students and providing guidance to students who violate. This process shows that discipline is not just a tool of control, but also a vehicle for social and emotional learning that strengthens students' character.

Habituation Strategies and School Activities in Strengthening Discipline

The school implements various habituation programs that function as a means of strengthening disciplinary values. Based on the results of field observations, these activities include joint prayers before and after lessons, congregational prayers, clean Friday programs, weekly flag ceremonies, and social activities such as environmental care and charity bazaars.

The habituation activity is carried out consistently and involves all components of the school, ranging from teachers, students, to education staff. According to the study's findings, this habituation is effective in shaping students' disciplined behavior and social responsibility. Students learn to stick to schedules, work together, and respect rules naturally without feeling pressured.

Repetitive routine activities create new patterns of continuous behavior. This is in line with the opinion of Hasibuan (2017) who states that effective discipline must be based on positive habits that are embedded through repetitive practice, not solely coercion. Through this approach, disciplinary values develop into a part of the student's personal character.

Forms of Positive Student Behavior as an Impact of School Discipline Management

The results of interviews and observations revealed that the implementation of discipline management at SMP Negeri 50 Pekanbaru had a real impact on student behavior. The prominent forms of positive behavior include:

- 1) Mutual respect.
- 2) Responsibility for actions.
- 3) Honesty in acting.
- 4) Discipline in time management.
- 5) Empathy and social care.
- 6) Cooperation and mutual cooperation.
- 7) Participation and initiative.

These seven forms of positive behavior are proof that school discipline management not only creates order, but also builds strong moral character. This supports Thomas Lickona's (1991) theory of character education which emphasizes the importance of the formation of moral habits through example, habituation, and the enforcement of values

Discussion:

The Relationship between Discipline Management and Positive Student Behavior

The findings of this study show a close relationship between the implementation of school discipline management and the improvement of positive student behavior. Discipline applied with educational, consistent, and conscious principles has been proven to be able to foster an orderly, safe, and comfortable school climate. In such an environment, students feel valued and motivated to display better behavior.

Discipline management carried out at SMP Negeri 50 Pekanbaru reflects a holistic education management practice, which combines regulatory aspects and character development. Principals, teachers, and students play an active role in creating a productive culture of discipline. The involvement of all parties makes discipline not just an obligation, but a common need to maintain the harmony of school life.

This discussion also emphasized that the effectiveness of discipline management is highly dependent on leadership commitment, teacher example, and student participation. When discipline is enforced through humanistic example and coaching, students will internalize moral values more deeply and make them a guideline in daily life.

Implications of Research Results

The results of this study have two important implications. First, from the practical side, schools need to maintain and develop character-based discipline management by balancing aspects of rules and coaching. Second, from the theoretical side, this research strengthens the theory of character education management which states that discipline is the foundation for the formation of moral and positive behavior of students. Therefore, discipline management must be designed not just as a behavioral control, but as a system of sustainable value education.

Synthesis of Findings

Overall, the results of the study show that the implementation of discipline management at SMP Negeri 50 Pekanbaru has proven to be effective in increasing positive behavior of students. Through the consistent application of discipline, habituation of character values, teacher examples, and inspiring leadership of the principal, students are able to display more polite, honest, responsible, caring, and initiative behavior. These findings reinforce the understanding that disciplines that are managed in a humanist and participatory manner can be the main foundation in creating a school culture with character and dignity.

CONCLUSION

The study concludes that school discipline management at SMP Negeri 50 Pekanbaru is implemented through planned, consistent, and character-oriented strategies that significantly enhance students' positive behavior. Discipline is practiced through rule enforcement, daily habituation, teacher modeling, and dialogic guidance, supported by strong leadership and active participation of teachers and students. These practices foster a wide range of positive behaviors including respect, responsibility, honesty, punctuality, empathy, cooperation, and participation. The findings highlight that humanistic and participatory discipline management is essential for creating a conducive school climate and supporting character development. Future studies should examine the sustainability of these strategies and compare implementation across different school contexts.

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