

THE ROLE OF SCHOOL REGULATIONS IN IMPROVING STUDENT DISCIPLINE IN GRADE X AT SMKN 3 RANTAU UTARA

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ABSTRACT

This study analyzes the role of school regulations in shaping student discipline among tenth-grade students at SMKN 3 Rantau Utara. Using a qualitative descriptive approach with purposive sampling, data were collected through interviews, observations, and documentation involving the vice principal, a Civic Education teacher, and six students. The findings show that regulations foster punctuality, attentiveness, task completion, and preparedness in the classroom, while discipline outside the classroom and at home remains less consistent. The novelty of this study lies in positioning school regulations as pedagogical instruments of character education directly connected to the Pancasila Student Profile. Their effectiveness depends on consistent enforcement, teacher modeling, and parental reinforcement. Practically, schools should strengthen collaboration with families and integrate reflective, value-based practices into extracurricular activities to sustain discipline beyond the classroom. The study is limited to one vocational school, suggesting that future research should involve multiple institutions to examine variations in regulation implementation and its impact on student character formation.

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INTRODUCTION

Student discipline is a fundamental aspect of character education that directly influences the quality of learning in schools. In the era of globalization, rapid social change has contributed to the decline of moral values among younger generations, reflected in the increasing number of disciplinary problems in educational institutions. Discipline has long been recognized as a cornerstone of effective education, serving not only as a mechanism for maintaining order but also as a foundation for character formation and academic success. Without discipline, schools struggle to create an environment conducive to learning, and students fail to develop the responsibility and consistency required for both academic achievement and future professional life.

Globally, the discourse on discipline has shifted from a narrow focus on compliance with rules toward a broader understanding of self-regulation, ethical awareness, and resilience. Scholars argue that discipline is not merely about obedience but about cultivating the ability to manage oneself in diverse contexts (Lawson et al., 2023). In the digital era, where distractions are abundant and social influences are rapidly changing, discipline becomes even more critical. Students must learn to regulate their use of technology, balance academic responsibilities with personal interests, and develop resilience in facing challenges. International studies have consistently shown that discipline is closely linked to motivation, self-regulation, and academic achievement (Cooper et al., 2023).

In Indonesia, discipline is explicitly positioned as a core dimension of the Pancasila Student Profile, particularly through independence, responsibility, and integrity (Kemendikbudristek, 2022). The Regulation of the Ministry of Education, Culture, Research, and Technology Number 26 of 2022 further requires that graduates of secondary education demonstrate disciplined behavior, accountability, and self-reliance. This regulation underscores the government's commitment to ensuring that discipline is not only a moral expectation but also a formal requirement for all students. Historically, the government also promoted discipline through the *Gerakan Disiplin Nasional* launched by Presidential Decree No. 33 of 1995, which encouraged values of order, cleanliness, and work ethic. These initiatives remain relevant today, especially in vocational schools where discipline is not only a moral requirement but also a professional necessity. Recent reports, such as *Tribun Medan* (2025), highlight that local authorities continue to reinforce discipline and nationalism among students through ceremonial and educational activities, underscoring the urgency of cultivating discipline as part of national character education.

Several previous studies have highlighted the importance of discipline in the educational process. Septia, Furnamasari, and Dewi (2021) demonstrated that teachers' understanding of discipline strongly correlates with students' learning behavior, while Adiyaksa and Sugiyanto (2024) emphasized the role of moral education and value internalization in addressing disciplinary challenges. Similarly, Nurwati (2024) found that character education programs in elementary schools significantly improved students' learning discipline. International research also supports these findings, showing that discipline is closely linked to self-regulation, motivation, and academic achievement (Lawson et al., 2023; Cooper et al., 2023). Nevertheless, most of these studies concentrate on the role of teachers or general character education programs, leaving limited exploration of how school regulations themselves function as structured instruments for shaping discipline.

In vocational school contexts, discipline is not only associated with moral development but also directly linked to professional readiness. Students are expected to internalize punctuality, responsibility, and consistency as part of their preparation for future employment, where these attributes are considered essential competencies (Santosa et al., 2021; Nurjanah et al., 2022; Agussalim et al., 2024). School regulations, therefore, should be understood as more than administrative instruments; they function as pedagogical tools that embed values of accountability and self-awareness into students' daily routines. Unlike general character education programs, regulations provide a structured framework that governs attendance, task completion, and respect for authority, thereby shaping behaviors that mirror workplace expectations. International perspectives also affirm this link, showing that discipline in vocational education is closely tied to employability skills and workplace readiness (Han & Yin, 2023).

The urgency of discipline in vocational schools is further heightened by globalization and technological advancement. As industries demand workers who are not only technically skilled but also disciplined, vocational schools must ensure that students internalize values of punctuality, responsibility, and consistency. Without discipline, technical skills alone are insufficient to guarantee employability. This is why school regulations must be seen as pedagogical instruments that prepare students for real-world challenges. They provide a structured environment where students learn to respect authority, manage time effectively, and fulfill responsibilities consistently.

School regulations also serve as a bridge between moral education and professional training. While Civic Education teachers play a crucial role in instilling values, regulations provide the daily framework that reinforces those values through practice. For example, attendance rules teach punctuality, assignment deadlines foster responsibility, and codes of conduct encourage respect for authority. These elements collectively shape students' discipline, aligning their behavior with both moral expectations and workplace standards.

Despite their importance, empirical studies focusing on the role of school regulations in vocational education remain limited. Most research emphasizes teacher roles, character education programs, or moral development, but few examine how regulations themselves function as structured pedagogical instruments. This gap is particularly significant in vocational schools, where discipline is not only a moral dimension but also a professional competency directly related to work readiness and employability.

The significance of discipline in vocational education cannot be overstated. Unlike general secondary schools, vocational institutions are designed to prepare students for direct entry into the workforce. This orientation requires not only mastery of technical skills but also the cultivation of professional attributes such as punctuality, responsibility, and consistency. Employers consistently highlight these qualities as essential for employability, often ranking them alongside technical competence. Thus, vocational schools must integrate discipline into their educational framework, ensuring that students graduate with both the knowledge and the character necessary to succeed in professional environments.

School regulations play a pivotal role in this process. They are not merely administrative tools but structured pedagogical instruments that shape daily student behavior. Regulations concerning attendance, punctuality, dress codes, task completion, and respect for authority are designed to mirror workplace expectations. By adhering to these rules, students internalize values that prepare them for professional life. For instance, punctuality in attending classes reflects the importance of arriving on time for work; completing assignments on schedule parallels meeting workplace deadlines; and respecting teachers and peers mirrors the respect required in professional hierarchies. In this way, school regulations serve as a bridge between academic learning and professional readiness.

The role of discipline in vocational schools also intersects with broader national goals. Indonesia's emphasis on the Pancasila Student Profile highlights independence, responsibility, and integrity as key dimensions of character education (Kemendikbudristek, 2022). These values are not abstract ideals but practical competencies that directly influence employability. The Regulation of the Ministry of Education, Culture, Research, and Technology Number 26 of 2022 explicitly requires graduates to demonstrate disciplined behavior, accountability, and self-reliance. This policy framework underscores the government's recognition that discipline is central to both personal development and national competitiveness in the global economy.

Despite these policy initiatives, challenges remain. Rapid social change, globalization, and technological advancement have contributed to the erosion of traditional values among younger generations. Students are increasingly exposed to distractions, particularly through digital media, which can undermine their ability to focus and maintain discipline. Reports such as *Tribun Medan* (2025) highlight ongoing concerns about declining discipline among students, prompting local authorities to reinforce values of nationalism and order through ceremonial and educational activities. These efforts reflect the urgency of cultivating discipline as part of national character education, particularly in vocational schools where the stakes are higher due to the direct link between discipline and employability.

Previous research has provided valuable insights into the role of teachers and character education programs in shaping discipline. Septia, Furnamasari, and Dewi (2021) demonstrated that teachers' understanding of discipline strongly correlates with students' learning behavior. Adiyaksa and Sugiyanto (2024) emphasized the importance of moral education and value internalization in addressing disciplinary challenges. Nurwati (2024) found that character education programs in elementary schools significantly improved students' learning discipline. International studies further support these findings, linking discipline to self-regulation, motivation, and academic achievement (Lawson et al., 2023; Cooper et al., 2023). However, these studies largely focus on teacher roles or general character education, leaving limited exploration of how school regulations themselves function as structured instruments for discipline.

This gap is particularly evident in vocational schools. While teacher roles and character education programs are important, they do not fully capture the daily structures that shape student behavior. School regulations provide a consistent framework that governs student conduct, embedding discipline into the fabric of school life. Yet, empirical studies examining the pedagogical role of regulations in vocational education remain scarce. Addressing this gap is

essential for understanding how discipline can be cultivated holistically, aligning moral development with professional readiness.

The present study seeks to fill this gap by analyzing the role of school regulations in shaping student discipline at SMKN 3 Rantau Utara. By focusing on vocational education, the study highlights the dual function of discipline as both a moral dimension and a professional competency. Unlike previous research that emphasizes teacher roles, this study positions school regulations as central instruments of character education. Regulations are not viewed as external impositions but as integral components of the educational process, shaping student behavior in ways that prepare them for professional life.

The contribution of this research is twofold. Theoretically, it expands the discourse on character education by framing school regulations as integral to the Pancasila Student Profile. This perspective highlights the role of regulations in cultivating independence, responsibility, and integrity, aligning student behavior with national educational goals. Practically, the study provides insights for vocational schools to strengthen disciplined culture as part of preparing students for professional work environments. By demonstrating how regulations function as pedagogical tools, the study offers guidance for policymakers, educators, and school administrators seeking to enhance discipline in vocational education.

Ultimately, this research underscores the importance of viewing discipline not merely as compliance with rules but as the cultivation of values essential for both personal development and professional success. By analyzing the role of school regulations at SMKN 3 Rantau Utara, the study demonstrates how discipline can be cultivated holistically through policies that align moral development with vocational readiness. In doing so, it contributes to the broader discourse on character education, offering a framework for integrating discipline into vocational education in ways that prepare students for the challenges of the modern workforce.

RESEARCH METHODS

This study employed a qualitative descriptive approach. The approach was chosen to explore in depth how school regulations function as instruments in shaping student discipline among Grade X students. A descriptive design was considered appropriate to capture the actual practices, meanings, and experiences of educational stakeholders regarding the implementation of school rules and their impact on student behavior. As Sugiyono (2022) explains, qualitative research seeks to understand phenomena holistically in natural settings, while Villamin et al. (2024) emphasize that qualitative descriptive design is particularly suitable for capturing educational practices in detail. The research was conducted at SMKN 3 Rantau Utara, located in Labuhan Batu Regency, North Sumatra. The site was purposively selected because the school has established and actively enforced regulations directly related to student discipline and professional readiness. The study was carried out over a three-month period, covering preparation, data collection, analysis, and reporting stages. Participants were selected using purposive sampling, based on their involvement in and understanding of school regulations and student discipline. Informants included the vice principal for student affairs, Civic Education teachers, homeroom teachers, and students. The criteria for selection were: (1) direct involvement in policy implementation, (2) responsibility for monitoring discipline, and (3) experience as students subject to school regulations. According to Nyimbili & Nyimbili (2024), purposive sampling enables researchers to obtain rich and relevant data from individuals most knowledgeable about the phenomenon under study.

In qualitative research, the researcher serves as the primary instrument (*human instrument*) actively engaged in all stages of the research process. To support data collection, additional instruments were employed: (1) Semi-structured Interview Guides The interview guides were developed based on discipline indicators (Arikunto in Elza Mona, 2021), covering three aspects: discipline in the classroom, outside the classroom, and at home. Questions were designed to elicit detailed experiences, for example: *In the classroom*: punctuality, attentiveness to teachers, task completion, and preparedness with learning tools. *Outside the classroom*: use of break time, social interactions, and compliance with school environment rules. *At home*: study habits and completion of homework. (2) Observation Sheets Observations were conducted to record student discipline behaviors across the three aspects. Focus areas included: *In the classroom*: punctuality, attentiveness, task completion, and preparedness. *Outside the classroom*:

productive use of free time, social attitudes, and adherence to school rules. *At home*: independent study routines and homework completion. Documentation Checklists Documentation included school archives, attendance records, disciplinary reports, official regulations, and photographs of activities. These documents were used to corroborate interview and observation data, providing written evidence of student discipline.

Data consisted of primary sources (interviews, observations) and secondary sources (school documents). Data collection employed methodological triangulation, combining interviews, observations, and documentation to enhance accuracy and credibility. McKim (2023) highlights that triangulation and member checking are essential to ensure the validity of qualitative interpretations. Data analysis followed the interactive model of Miles and Huberman (2018), consisting of three stages: data reduction, data display, and conclusion drawing. Data reduction involved selecting and categorizing information according to the research focus. Data display was presented in descriptive narrative form, while conclusions were drawn progressively with continuous verification. Dahal (2025) emphasizes that qualitative data analysis should be iterative and reflective to ensure findings genuinely represent field conditions.

Trustworthiness was ensured through source triangulation, technique triangulation, and member checking. Information from teachers, students, and administrators was compared, findings from interviews were cross-checked with observations and documentation, and interpretations were validated by participants. Ethical principles were observed throughout the research process. Participants were informed about the purpose of the study, and their consent was obtained prior to data collection. Confidentiality was maintained by anonymizing identities and ensuring that data were used solely for academic purposes (Chasokela, 2025).

This study was limited to one vocational school, SMKN 3 Rantau Utara, focusing only on Grade X students. The findings may not be generalizable to other schools or grade levels. The focus was specifically on school regulations as instruments of discipline, without examining external factors such as family or community influences. These limitations provide opportunities for future research to expand the scope and conduct comparative studies across different schools.

RESULT AND DISCUSSION

Result

This study was conducted at SMKN 3 Rantau Utara, focusing on how school regulations shape student discipline among tenth-grade students. Data were collected through interviews with the vice principal for student affairs, a Civic Education teacher, and six students, complemented by classroom and school environment observations, as well as documentation such as attendance records, disciplinary reports, and school regulations. Triangulation of sources and techniques was applied to ensure the validity of findings.

Discipline in the Classroom

Observations revealed that school regulations encourage students to attend punctually, pay attention to teachers, complete assignments on time, and prepare learning equipment adequately. The vice principal emphasized: *"Attendance is monitored daily. If a student is absent without explanation, parents are immediately contacted"* (Vice Principal, interview, 2026). The Civic Education teacher added that classroom discipline reflects Pancasila values, particularly responsibility and respect for others: *"Punctuality and attentiveness are forms of responsibility. They are part of the Pancasila Student Profile"* (Civic Education Teacher, interview, 2026).

Students acknowledged the influence of regulations on their behavior. One student stated: *"If we are late, the teacher immediately reprimands us, so we try to arrive before the bell rings"* (Informant 3). Another admitted occasional lapses: *"Sometimes I forget to bring my book or the assignment is not finished"* (Informant 5). These findings suggest that regulations effectively establish basic habits, though consistency still depends on individual motivation and preparedness.

Documentation supports these observations. Attendance records show relatively high student presence, with monthly tardiness averaging only 5–7%. This aligns with Septia, Furnamasari, and Dewi (2021), who highlight the importance of teacher supervision in reinforcing discipline, and with Adiyaksa and Sugiyanto (2024), who emphasize the integration of moral values into classroom management.

Discipline in the classroom is shaped by a combination of formal regulations (attendance monitoring, assignment deadlines) and teacher modeling. Regulations provide structure, while teachers give meaning to values, ensuring that discipline is not merely compliance but also moral internalization.

Discipline Outside the Classroom

School regulations also govern the use of break time and environmental cleanliness. Facilities such as libraries and discussion rooms are provided to encourage productive activities. However, interviews revealed that students often prefer leisure activities. One student explained: *"During break time, we usually go to the canteen or use our phones; we rarely go to the library"* (Informant 5).

The Civic Education teacher attempted to instill discipline through democratic practices, such as class meetings, and by modeling positive behavior consistent with the Pancasila Student Profile. He noted: *"We involve students in class discussions so they learn discipline through democratic processes, not just fear of punishment"* (Civic Education Teacher, interview, 2026).

Observations confirmed this: while some students used break time for group discussions, most engaged in casual activities. Documentation of extracurricular activities indicated that students active in organizations demonstrated greater discipline in managing free time.

These findings echo Sølvi and Glenna (2022), who argue that deep learning and reflective discipline require consistent teacher facilitation beyond academic tasks.

Regulations provide a framework and facilities for discipline outside the classroom, but internalization requires creative strategies such as value-based extracurricular programs or mentoring. Without such reinforcement, students tend to prioritize leisure over productive activities.

Discipline at Home

Interviews with students revealed that discipline at home remains inconsistent. Most students reported studying only when assignments were due or examinations were imminent, without maintaining a regular schedule. One student admitted: *"At home, I rarely study unless there is homework or a test the next day"* (Informant 2). Another explained: *"Sometimes I want to study, but there are too many distractions, like my phone or helping my parents"* (Informant 4).

The vice principal emphasized the importance of parental involvement: *"Parents play a decisive role at home. The school can only remind, but without parental support, discipline is difficult to sustain"* (Vice Principal, interview, 2026). The Civic Education teacher connected home discipline with the concept of legal enforcement: *"Every violation should have consequences, even at home. If parents do not enforce rules, students become accustomed to ignoring discipline"* (Civic Education Teacher, interview, 2026).

Observations confirmed this inconsistency. While some students demonstrated preparedness in class, others admitted that they only reviewed materials when prompted by school tasks. Documentation of parental communication records showed that teachers frequently contacted parents regarding attendance and homework completion, indicating that reinforcement at home was weaker compared to school.

These findings suggest that while school regulations establish expectations, continuity of discipline outside school is limited. This supports Nurwati (2024), who found that character education programs are most effective when families are actively involved. Without parental reinforcement, the habits cultivated at school risk being undermined by inconsistent practices at home.

The triangulation of interviews, observations, and documentation highlights three main dimensions of discipline shaped by school regulations: (1) Classroom discipline is relatively strong, supported by attendance monitoring, assignment deadlines, and teacher modeling. Students generally comply, though occasional lapses occur. (2) Discipline outside the classroom is weaker, as students often prioritize leisure activities over productive use of facilities. Regulations provide structure, but internalization requires creative reinforcement through extracurricular programs. (3) Home discipline is the weakest dimension, with students relying on external triggers (assignments, exams) rather than self-regulated study habits. Parental involvement is crucial but inconsistent.

Overall, the findings demonstrate that school regulations function not merely as administrative rules but as instruments of character education. They foster responsibility, consistency, and self-awareness, particularly within the

classroom environment. However, challenges remain in sustaining discipline outside the classroom and at home, where students' choices and family contexts reduce the effectiveness of regulations.

The synthesis of findings based on interviews, observations, and documentation can be summarized as follows:

Table 1. Synthesis of Research Findings Based on Data Triangulation

Focus of Findings	Interview Results	Observation Results	Documentation Results	Synthesis of Findings
Classroom Discipline	Attendance strictly monitored; punctuality linked to responsibility	Students generally attend on time, though some lapses	Attendance records show high presence, low tardiness	Regulations effectively shape classroom discipline
Outside Classroom Discipline	Students prefer leisure; teacher promotes democratic practices	Majority use break time casually; some group discussions	Extracurricular records show disciplined students in organizations	Regulations provide structure but require reinforcement
Home Discipline	Students study only when tasks/exams are imminent; parental role emphasized	Preparedness inconsistent; distractions common	Communication records show frequent parental reminders	Discipline at home is weak without parental support

This triangulation confirms that while regulations are effective in shaping discipline within the school environment, their influence diminishes outside school, particularly at home.

The novelty of this study lies in positioning school regulations as pedagogical tools aligned with the Pancasila Student Profile. Regulations contribute to the development of disciplined behavior by embedding values of responsibility and respect into daily routines. Yet, their effectiveness depends on consistent enforcement, teacher modeling, and parental support.

Future interventions should focus on strengthening collaboration between schools and families, as well as integrating reflective and value-based practices into extracurricular and home learning contexts. This aligns with Adiyaksa and Sugiyanto (2024), who emphasize the importance of moral internalization, and Sølvik and Glenna (2022), who highlight the need for reflective facilitation beyond academic tasks.

Discussion

Discipline in the Classroom

Field findings confirm that school regulations effectively shape discipline in the classroom. The vice principal emphasized: *"Attendance is monitored daily. If a student is absent without explanation, parents are immediately contacted"* (Vice Principal, interview, 2026). A student added: *"If we are late, the teacher immediately reprimands us, so we try to arrive before the bell rings"* (Informant 3).

These statements illustrate how attendance rules and punctuality requirements foster responsibility. This finding supports Septia, Furnamasari, & Dewi (2021), who highlight the importance of teacher supervision in reinforcing discipline, and Adiyaksa & Sugiyanto (2024), who emphasize the integration of moral values into classroom management. Regulations thus function as pedagogical instruments embedding responsibility and consistency into students' daily routines.

Discipline Outside the Classroom

School regulations also govern the use of break time and environmental cleanliness. However, students often prefer leisure activities. One student explained: *"During break time, we usually go to the canteen or use our phones; we rarely go to the library"* (Informant 5). The Civic Education teacher added: *"We involve students in class discussions so they learn discipline through democratic processes, not just fear of punishment"* (Civic Education Teacher, interview, 2026).

Although facilities are available, discipline outside the classroom requires creative reinforcement. This resonates with Sølvik & Glenna (2022), who argue that reflective discipline requires consistent facilitation beyond

academic tasks. Without extracurricular programs or mentoring, regulations risk being perceived only as formal rules rather than internalized values.

Discipline at Home

Home discipline emerged as the weakest dimension. A student admitted: *“At home, I rarely study unless there is homework or a test the next day”* (Informant 2). Another explained: *“Sometimes I want to study, but there are too many distractions, like my phone or helping my parents”* (Informant 4). The vice principal emphasized: *“Parents play a decisive role at home. The school can only remind, but without parental support, discipline is difficult to sustain”* (Vice Principal, interview, 2026).

These findings confirm Nurwati (2024), who found that character education programs are most effective when families actively participate. Cooper et al. (2023) also argue that discipline is closely linked to motivation and self-regulation; without intrinsic motivation, students rely on external triggers such as assignments or exams. Thus, parental involvement is crucial to sustain discipline beyond school boundaries.

Supporting factors include teacher modeling, consistent enforcement of rules, and structured regulations. Inhibiting factors involve fluctuating student motivation and limited parental reinforcement. The Civic Education teacher stressed: *“If parents do not enforce rules at home, students become accustomed to ignoring discipline”* (Civic Education Teacher, interview, 2026).

This aligns with Wibowo (2016), who identified contextual challenges and human resource limitations as obstacles in sustaining discipline. Discipline therefore requires not only structural enforcement but also cultural reinforcement across school and family contexts.

Theoretically, this study expands the discourse on character education by positioning school regulations as pedagogical tools aligned with the Pancasila Student Profile. Regulations embed values of responsibility, punctuality, and respect into students' daily routines. This perspective supports Sudira (2017), who argues that vocational education must integrate discipline into everyday learning to prepare students for professional environments.

Practically, the findings provide insights for schools to strengthen disciplined culture: (1) Consistent enforcement of regulations must be accompanied by teacher modeling to ensure value internalization. (2) Extracurricular programs and mentoring should be developed to reinforce discipline outside the classroom. (3) Collaboration with families is essential to sustain discipline at home. These strategies align with Rahmawati & Suryono (2021), who emphasize that partnerships between schools and external stakeholders enhance educational quality.

This study was limited to one vocational school (SMKN 3 Rantau Utara) with a relatively small number of participants. The findings may not be generalizable to other schools or grade levels. The focus was specifically on school regulations, without examining external factors such as community or peer influences. Future research should involve multiple vocational schools across different regions, compare regulation implementation, and explore the relationship between school discipline and family/community contexts.

In summary, this study demonstrates that school regulations at SMKN 3 Rantau Utara function as structured instruments of character education. They foster responsibility, consistency, and self-awareness, particularly in the classroom. The novelty lies in positioning regulations as a bridge between moral education and professional readiness, aligned with the Pancasila Student Profile. However, effectiveness depends on consistent enforcement, teacher modeling, and parental support.

CONCLUSION

This study concludes that school regulations at SMKN 3 Rantau Utara play a central role in shaping student discipline. Regulations foster punctuality, attentiveness, task completion, and preparedness in the classroom, while providing a framework for time management and environmental cleanliness outside the classroom. At home, however, discipline remains inconsistent, as students tend to study only when assignments or examinations are imminent.

The findings confirm that school regulations are not merely administrative rules but function as pedagogical instruments of character education, aligned with the Pancasila Student Profile. Their effectiveness depends on

consistent enforcement by the school, modeling by Civic Education teachers, and reinforcement by parents. Practical implications: Schools should strengthen collaboration with families to ensure continuity of discipline beyond the classroom, and develop reflective, value-based practices in extracurricular activities. Parents are encouraged to establish consistent routines and consequences at home to reinforce habits cultivated at school.

This study was conducted in a single vocational school with a limited number of participants, which may restrict the generalizability of findings. Future research should involve multiple schools and broader contexts to examine variations in regulation implementation and its impact on student character formation.

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