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## **The Implementation of School Regulations in Forming the Disciplined Character of Class X Students at SMK Satria Bhakti Nganjuk**

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**Abstract** : *This study aims to describe and explain the implementation of school rules in shaping the disciplinary character of tenth-grade students at SMK Satria Bhakti Nganjuk, as well as to analyze the outcomes of its implementation on changes in student behavior. This research employs a descriptive qualitative approach, with data collected through interviews, observations, and documentation involving the principal, teachers, and students. The data analysis technique used in this study follows the Miles and Huberman model, which consists of three stages: data reduction, data display, and conclusion drawing. The data were analyzed comprehensively and supported with triangulation. The findings of this study indicate that the implementation of school rules that are educative, participatory, and model-based is effective in fostering students' disciplinary awareness through value habituation, guidance, and moral reflection. Student discipline improved particularly in the aspects of punctuality, wearing uniforms in accordance with regulations, and complying with school policies. This study emphasizes that school rules have the potential to serve as an effective form of character education for developing student discipline when managed consistently and integrated into the school culture.*

**Keywords** : *School rules; disciplinary character; character education.*

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### **INTRODUCTION**

Education, in essence, is not solely oriented toward achieving cognitive aspects, but also holds the responsibility of shaping students' character so they become individuals with good morals, discipline, and responsibility. In the context of Indonesia's national education system, character formation is one of the main pillars as mandated in Law Number 20 of 2003 concerning the National Education System, which emphasizes that education must be able to develop students' potential so they become faithful, devoted, noble in character, and well-mannered individuals. One of the most important character values to be developed in the school environment is discipline, because discipline serves as the foundation for cultivating responsible, orderly, and productive behavior in daily activities (Melati et al., 2021; Nafisha et al., 2023; Syah et al., 2025; Wulandari et al., 2024).

The environment is an important factor in the formation of student behavior, a positive environment can have a positive behavioral impact on students, and conversely, a negative environment for students can have a negative behavioral impact on students and one of which is schools environment (Rahmawati & Utomo, 2024). The school environment

factor is an important aspect of student behavior. Schools, as formal institutions, have a strategic role in instilling the values of disciplinary character in students through various learning mechanisms and the management of the learning environment. One of the important instruments used to foster disciplinary character is school regulations. School regulations function as guidelines that govern relationships among students, educators, and the school environment. More than just a set of rules, school regulations are essentially a pedagogical strategy designed to shape positive habits through routine practice, role modeling, and consistent enforcement of norms. Thus, effective implementation of school regulation will contribute to the sustainable development of students' disciplinary character. The school habituation program allows teachers to strengthen the sense of discipline and responsibility in students (Novrianti et al., 2024).

However, field realities show that the implementation of school regulations has not fully succeeded in shaping the expected student discipline. Various violations such as coming late to school, not wearing complete attributes as required (Adila & Susanto, 2024; Rahmah et al., 2024), and failing to comply with rules are still frequently found. This condition indicates a gap between the expected disciplinary values and the actual behavior of students at school. This issue poses a challenge for the school to The implementation of school rules has two very important functions in helping to familiarize children with controlling and curbing desired behavior (Wanda et al., 2021).

This condition is also found at SMK Satria Bhakti Nganjuk, one of the vocational education institutions with students from diverse social backgrounds and varying levels of discipline. Tenth-grade students, as new learners, often face a transition period and the need to adapt to a school culture that is different from their previous educational level. At this stage, school regulations play an important role in guiding students to understand, internalize, and implement disciplinary values in their daily school life. Therefore, it is important to examine in depth how school regulations are implemented in this institution and to what extent the implementation contributes to the development of students' disciplinary character. Accordingly, this study seeks to answer two main questions: (1) how the implementation of school regulations contributes to shaping the disciplinary character of tenth-grade students at SMK Satria Bhakti Nganjuk, and (2) what the outcomes of this implementation are in forming student disciplinary character.

Through these two objectives, this study is expected to provide an empirical and comprehensive description of how school regulations function as an effective character education instrument, not merely as a behavioral control tool. The findings of this study are also expected to enrich academic understanding of disciplinary character formation practices in vocational education settings and serve as a consideration for schools in designing regulatory strategies that are more educational, participatory, and value-oriented. Thus, the results of this study not only provide practical contributions for school management but also strengthen the scientific discourse in the field of character education and educational management. Based on the description above, it can be emphasized that

discussions regarding the implementation of school regulations are not only relevant in the context of rule enforcement, but also hold broader significance as a character education strategy.

## METHOD.

This study employs a qualitative approach with a descriptive research design. The qualitative approach was chosen because it aims to understand the implementation of school regulations in depth through the perspectives of the involved subjects. Descriptive research is used to systematically and factually describe the process of implementing school regulations and their impact on shaping the disciplinary character of tenth-grade students at SMK Satria Bhakti Nganjuk. Qualitative research is concerned with feelings, ideas, or experiences and finding insights that can result in testable hypotheses is the main goal of the data collection, which is frequently done in narrative form (Ugwu et al., 2023). The subjects of this study consist of the principal (KSB), the vice principal for student affairs (WKF), guidance and counseling teachers (GBKA), and tenth-grade students (SKS) as the main informants.

The subjects were selected using purposive sampling, based on the consideration that they have direct knowledge of the policies and practices related to the implementation of school regulations. The research sampling technique used purposive sampling technique because the researcher focused on new students in class X who need to gain insight and understanding regarding discipline at SMK Satria Bhakti Nganjuk. The research instruments include structured interview guidelines, observation sheets, and documentation guidelines (Table 1). Data analysis was carried out interactively and continuously from the data collection stage until the conclusion drawing stage. The data analysis model used in this study follows the interactive model of Miles, Huberman, and Saldaña (Melati et al., 2021), which consists of three main stages: (1) Data Reduction, which involves selecting, focusing, and simplifying raw data obtained from the field according to the research focus; (2) Data Display, which involves organizing the data in narrative form, matrices, or thematic descriptions that help the researcher identify patterns and relationships among variables; and (3) Conclusion Drawing, which involves interpreting the analyzed data to answer the research questions. The analysis was conducted inductively, emphasizing empirical findings that emerge from the data rather than predetermined hypotheses.

**Table 1.** Interview Instrumen

Aspect	Question
Implementation of school regulations for 10th-grade students at Satria Bhakti Nganjuk.	1. What do you think about the implementation of disciplinary rules in developing the disciplined character of 10th-grade students at SMK Satria Bhakti Nganjuk?
Vocational School, Nganjuk.	2. Has the implementation of disciplinary rules in developing the disciplined character of 10th-grade students at SMK Satria Bhakti Nganjuk been going well?

3. What is the strategy for implementing disciplinary rules in developing the disciplined character of 10th-grade students at SMK Satria Bhakti Nganjuk?
4. What is the school policy regarding the implementation of disciplinary rules in developing the disciplined character of 10th-grade students at SMK Satria Bhakti Nganjuk?
5. Does the implementation of disciplinary rules in developing the disciplined character of 10th-grade students at SMK Satria Bhakti Nganjuk receive full support from parents?
6. What are the sanctions imposed on students who violate the rules at SMK Satria Bhakti Nganjuk?
7. How are students who violate the rules at SMK Satria Bhakti Nganjuk disciplined?
8. Are there any severe sanctions given to students who violate the rules at SMK Satria Bhakti Nganjuk?
9. What do you think can be done to ensure that the rules are implemented properly and foster discipline in 10th-grade students at SMK Satria Bhakti?

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Implementing school regulations can improve the disciplinary character of 10th-grade students at Satria Bhakti Vocational School, Nganjuk.

1. In your opinion, does the implementation of school rules have an impact on improving the discipline of 10th-grade students at SMK Satria Bhakti Nganjuk?
2. In your opinion, has there been an improvement in the discipline of 10th-grade students since the implementation of school rules at SMK Satria Bhakti Nganjuk?
3. In your opinion, what is the measure of whether the implementation of school rules has improved the discipline of 10th-grade students at SMK Satria Bhakti Nganjuk?
4. In your opinion, what are the school's efforts to maintain the discipline of students, especially 10th-grade students, at SMK Satria Bhakti Nganjuk?

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The validity of the data in this qualitative study was ensured through triangulation techniques, namely checking data from various sources, techniques, and times (Nurfajriani et al., 2024). Source triangulation was carried out by comparing information obtained from the principal, the vice principal for student affairs, guidance and counseling teachers, tenth-grade students, and documentation. In addition, the researcher also conducted member checking with informants to validate the interpretation of the data to ensure alignment with actual experiences in the field.

## RESULT AND DISCUSSION

### Result

The research results, including data collection at SMK Satria Bhakti Nganjuk, were obtained using observation and interview instruments related to disciplinary regulations. The interview data are presented in Table 2.

**Table 2.** Interview Data Results

Responden	Keterangan	Figure
Headmaster SMK Satria Bhakti Nganjuk	"The implementation of school regulations is very important to shape the disciplined character of students, especially in Class X, because it has become part of the school culture	
Deputy Principal of Student SMK Satria Bhakti Nganjuk	"The implementation of school regulations at SMK Satria Bhakti Nganjuk is a very important part of shaping students' disciplined character, especially for Class X students who are in the initial stage of character formation and learning habits within the vocational school environment. We implement the regulations gradually and consistently, starting from socialization at the beginning of the academic year, habituation through routine activities such as reading the Qur'an and praying together every morning, to daily supervision by duty teachers and homeroom teachers. The regulations we implement do not only contain prohibitions but also include character-building values such as responsibility, honesty, and ethics, thus forming the discipline of students, particularly Class X"	
Guidance and Counseling (BK) Teacher SMK Satria Bhakti Nganjuk	"The implementation of school regulations plays a very important role in shaping the disciplined character of Class X students. Regulations are not just rules that must be obeyed, but they are also part of the continuous character education process. As a Guidance and Counseling Teacher, I see that when regulations are implemented fairly and consistently by all members of the school community, the impact on student behavior is very positive: they arrive at school on time, wear attributes according to the stipulations, and adhere to school rules."	
There are 12 Student SMK Satria Bhakti Nganjuk who represent the 3 classes in class X.	"The formation of disciplined character in Class X here is really important, and the effect has been felt since the beginning we entered. From the start, we were introduced to the regulations, such as arriving on time, dressing neatly according to the rules, and maintaining good conduct in the school environment. Initially, it was a bit hard because it was very different from our time in middle school, but gradually it became a habit."	

The formation of a disciplined character is a fundamental aspect of the student habituation process. Through the implementation of school regulations, deviant behavior

and actions that potentially harm oneself and others can be directed and corrected. In the current social environment of students, it cannot be denied that the influence of peers and the surrounding environment, if not adequately supervised, can lead to negative behaviors that tend toward juvenile delinquency and even result in criminal acts. Therefore, intensive attention and optimal supervision are required so that the students' disciplined character can be consistently formed. Thus, the school has a crucial role in shaping the students' disciplined character, especially for Class X students who are transitioning from secondary school to vocational school. Therefore, school rules must be enforced, as stated by the principal: "The implementation of regulations at SMK Satria Bhakti Nganjuk is the primary foundation for shaping the students' disciplined character, especially for Class X students who are currently in the transition period from general secondary education to vocational education.

Based on the interviews above, the formation of students' disciplined character begins when they first enter school; they are introduced to the school regulations, and what initially felt difficult gradually becomes a habit. The interview results are further reinforced through field observations, which demonstrate the implementation of school regulations in shaping students' disciplined character. Teachers consistently monitor students from the moment they arrive at school, with the duty teachers greeting them at the school gate before entry. This activity is carried out every morning before the bell rings, serving not only as a form of supervision but also to strengthen the relationship between teachers and students. This habit has a positive impact on students, consistent with field documentation showing that new students always shake hands with the teachers at the front gate. Newly arrived students at the school are immediately welcomed by teachers with greetings and simultaneously monitored for the attributes they are wearing, ranging from uniforms, badges, hats, ties, trousers or skirts, shoes, headscarves, socks, belts, and others, according to the school regulations (Figure 1). Teachers also supervise the timeliness of the students' arrival. Students also receive socialization about discipline not only in the classroom but also during ceremonial activities in the field every Monday (Figure 2).



**Figure 1.** Teachers with greetings and simultaneously monitored for the attributes



**Figure 2.** Students also receive socialization about discipline during ceremonial activities

The implementation of school regulations (SMK Satria Bhakti Nganjuk) in shaping students' disciplined character is manifested through the use of school attributes, such as

uniforms, badges, hats, ties, trousers or skirts, shoes, headscarves, socks, belts, and others, which must comply with the established provisions for each day (Figure 3). In addition, there are rules regarding personal belongings, where teachers and the disciplinary team conduct routine raids to ensure there are no violations. For attendance, teachers check the roll call every lesson hour to identify students who are absent from the class or school. The attendance data is then recorded and analyzed to determine whether the absence was deliberate or due to a specific reason that has received permission from the homeroom teacher or duty teacher.



**Figure 3.** Book regulation about shaping students' disciplined character

Students who are late for class during lesson time without a clear reason will be subject to sanctions from the teacher. Therefore, students are required to be inside the classroom when the lesson bell rings.

Based on the results of interviews, observations, and documentation processed through source triangulation, it can be concluded that the formation of disciplined character through school regulations must be implemented and become a sustainable school culture. The implementation of school regulations is very important, especially for grade 10 students who are in the early stages of character formation and new learning habits in a vocational school environment..

## Discussion

Discipline is one of the fundamental aspects of character education because it serves to shape students to be capable of acting orderly, consistently, and obediently towards established norms and rules. Discipline is not merely an administrative obligation but a process of habituation that gradually builds integrity, responsibility, and self-control. When students are accustomed to obeying the rules, various negative behaviors such as lateness, disorderliness, or small violations with large impacts can be minimized from an early age. The disciplinary attitude that is applied in schools must be able to help them to develop school policies and be able to respect and be able to control themselves against bad behavior (Aryadiningrat et al., 2023). This is a consequence of adolescence, where students violate the prevailing norms, such as: rampant fights between students, students who skip school, criminal acts, and drug abuse (Nugroho, 2020).

Several discipline-related issues occur in schools. These problems include: a) many students not wearing their uniforms on time, b) not completing their homework, c) neglecting class duties, d) littering, and e) going to the canteen outside of break time or even skipping school (Ibrahim et al., 2023). This problem arises due to the degradation of student discipline. The factors causing this degradation of discipline have been studied by (Raharja, 2023) including: a) lack of understanding about discipline, b) lack of supervision from parents and teachers, c) excessive work demands, d) non-conducive environment, e) lack of motivation, f) influence of technology, and g) lack of attention from teachers and school staff.

The research results (Kurniawan & Agustang, 2021) explain the factors that hinder the level of student discipline, namely 1) Internal factors include: (a) Student's personal character, and (b) Low student understanding of the importance of rules. 2) External factors include: (a) Friendship, (b) Technological advances (online games), (c) Influence of style, and (d) Family environment and dating place (Salsabila & Diana, 2021).

In an effort to reduce and overcome the above problems, every school should have policies and rules regarding discipline. This principle aligns with the culture of discipline implemented at SMK Satria Bhakti Nganjuk, where the school positions regulations as a means of character formation, not merely as a tool for control and according to research results (Wanda et al., 2021) where if this educational institution is properly managed and organized in such a way, especially in consistently applying school rules to students, it will create an educational situation or climate that is conducive to disciplined personal development of students. The disciplinary culture in the school grows through simple but consistent habits, such as following school procedures, maintaining neatness, and obeying instructions from teachers and other school members.

Apart from having school rules, the following steps can also be taken: a) Instilling Values: Students are given lessons about the values of discipline through materials such as discipline in studying, discipline in worship, discipline in interacting with others, and so on. (Fadhilah et al., 2023), b) Establishing Cooperation with Parents/Guardians of Students: Parents/guardians of students are given information about school rules and regulations, and are given direction on how to support their children in carrying out the rules and regulations that apply at school, c) Activating the Supervision and Monitoring System: Supervision and monitoring are carried out to ensure that students follow the rules and regulations that apply at school. If violations are found, sanctions will be given in accordance with applicable regulations (Qonita et al., 2022), and d) Maintaining Consistency in the Implementation of Rules: This is done so that students feel that they are being given fair punishments or rewards, so that no student feels they are being given an advantage or disadvantage (Raharja, 2023).

The research result (Ibrahim et al., 2023) state that teachers have an important role in shaping students' disciplined character through their daily disciplinary behavior. One of the teachers' efforts to improve student discipline in learning is through the use of the

Reward Sticker Picture learning model where research results (Astuti, 2019) state that observation results show an 18.4% increase in students in the high category from cycle I to cycle II. Meanwhile, questionnaire results show an increase of 21.1% of students in the high category from cycle I to cycle II.

The indicators for the formation of disciplined character arising from the implementation of school regulations include timely attendance as a form of appreciation for the learning process, the use of school attributes according to stipulations as a manifestation of identity and responsibility, and adherence to all school rules as a reflection of self control and moral awareness. The role of the school environment as an educational institution for students influences the formation of students' disciplinary character. The role of the school environment is a place for students to carry out learning process activities to gain knowledge and change attitudes, and life skills both in the classroom and outside the classroom by following and obeying the rules and systematic school rules that have been set so that the learning process can achieve the expected goals (Rahmawati & Utomo, 2024). Additionally, (Dewi et al., 2021) show that Discipline needs to be applied in schools through school rules applied by all school communities and in the future. This character can be embedded in each individual.

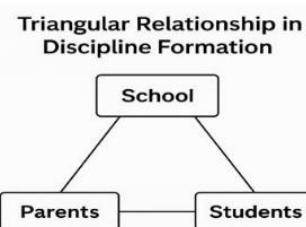
In formulating school regulations, (Thornberg, 2008) proposes five main categories that need to be considered so that the implemented rules have both a pedagogical and a preventive function:

1. Relational rules - refer to rules about how to be and how to behave in relation to other people - for example, don't bully, don't tease others, and be nice.
2. Structuring rules - refer to rules aimed at structuring and maintaining the activities that take place in school (activity rules) or at structuring and maintaining the physical milieus - including physical property - where activities take place (milieu rules). Examples: no talking during deskwork, raise your hand if you want to speak, and be careful with school property.
3. Protecting rules - refer to rules about safety and health - for example, don't run in corridors and be careful when you play on ice.
4. Personal rules - refer to rules which call for self-reflection on one's own behaviour and taking personal responsibility for oneself and one's actions - for example, think before acting and do your best.
5. Etiquette rules - refer to rules which manifest customs or traditions in school ('school etiquette') or in society ('society etiquette') about how to behave in social situations, and which are not covered in the concept of relational rules. Examples: don't wear your cap in classroom and don't swear or use bad language.

As the nation's next generation, students need to be equipped with a solid character of discipline, and the implementation of school regulations is one of the strategic instruments in this process. Through regulations, students not only learn to understand the rules but also internalize the values contained within them, thus fostering an awareness to

act according to established norms. At SMK Satria Bhakti Nganjuk, the formation of disciplined character does not happen instantly but is built through a long process that involves the support of all school members ranging from the principal, teachers, education staff, to the peer environment. Consistent daily habituation, such as arriving on time, adhering to the dress code, students are directed to enter the classroom for joint Quran recital before the learning process begins, and maintaining order during the learning process, becomes a crucial foundation for fostering sustainable disciplined behavior.

Discipline at SMK Satria Bhakti Nganjuk is implemented consistently through the active role of all school components, especially homeroom teachers, subject teachers, and Guidance and Counseling (BK) teachers. These three work synergistically to ensure that every student understands and implements the established rules. The school's rule book serves as the main guideline for enforcing behavior standards, so that every student's action can be evaluated based on clear and measurable provisions (Figure 3). Besides being an instrument of supervision, the rule book also serves as an educational medium that helps students recognize the boundaries and responsibilities they must carry out while in the school environment. This is confirmed by the research results (Nurdien et al., 2025) where formalizing school-parent collaboration models to address this gap and enhance consistency and accountability in disciplined education (Figure 4).



**Figure 4.** Triangular Relationship in Discipline Formation

The culture of discipline at SMK Satria Bhakti Nganjuk grows through the synergy between the principal, subject teachers, homeroom teachers, Guidance and Counseling (BK) teachers, and all school members who consistently provide direction, examples, and proportional supervision. A positive school culture is proven to be the main factor that encourages students to internalize disciplinary values so that obedience arises not merely because of supervision but because of the growth of self-awareness. Furthermore, family support also reinforces the habituation done at school, allowing the value of discipline to take root and be reflected in the students' daily behavior.

## CONCLUSION

Based on the discussion and research findings, it can be concluded that the implementation of school regulations at SMK Satria Bhakti Nganjuk has a very important and effective role in forming the disciplined character of Class X students. The discipline developed through the regulations is not just an administrative obligation but a character education process that fosters integrity, responsibility, and self control. Simple habits

carried out consistently such as punctual attendance, maintaining neat dress, adhering to school procedures, and demonstrating good interaction ethics become the strong foundation that builds a pattern of disciplined behavior within the students. One of the programs that has been carried out by SMK Satria Bhakti Nganjuk includes: Teachers with greetings and simultaneously monitored for the attributes , students are directed to enter the classroom for joint Quran recital before the learning process begins, and Students also receive socialization about discipline during ceremonial activities.

The indicators for the formation of disciplined character in Class X students through the implementation of school regulations at SMK Satria Bhakti Nganjuk are: arriving at school on time, wearing school attributes according to the stipulations, and obeying school regulations.

The implications of this research are that the implementation of school regulations in shaping the disciplined character of Class X students at SMK Satria Bhakti Nganjuk has proven effective in enhancing student discipline. Therefore, the school needs to maintain consistency in the execution of the regulations, strengthen the violation point system, and integrate character values across the school.

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