



## Exploring the Level of Student Learning Discipline towards School Rules in Junior High Schools in Malang City

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### Abstract

*This study aims to determine the level of learning discipline of students at SMP Negeri 27 Malang. Learning discipline is very important in shaping students' character and creating a comfortable, orderly and conducive learning atmosphere. The method used in this study is quantitative descriptive with a survey design, and uses an instrument in the form of a Likert scale consisting of 18 statement items. The research sample consisted of 317 students selected using accidental sampling techniques from a population of 357 students. The results of the study showed that most students (88%) had a level of learning discipline in the moderate category, (11.7%) in the high category, and (0.3%) in the low category. This study shows that most students have been able to demonstrate fairly good learning behavior, but it has not fully become a habit, but is still situational. Therefore, the results of this study are expected to be a basis for schools in designing coaching programs that support the improvement of students' learning discipline culture consistently and sustainably.*

**Keywords:** *student learning discipline; school rules; junior high school*

### 1. Introduction

Education is the main foundation in building a nation's civilization and progress. Throughout history, education in Indonesia has undergone various changes, ranging from the royal period, colonialism, reform to the current digital development. Each change brings its own challenges and opportunities, both in terms of access, quality and equity of education throughout Indonesia (Judijanto, 2025). According to the National Education System Law No. 20 of 2003 states that education is "A conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state" (Mahmudah & Putra, 2021). Through education, individuals gain the provision to fight for small things so that in the end they can achieve big things in their lives (Gandhi, 2025).

The purpose of education is formed in the form of behavior in accordance with the nation's outlook on life. Through education, each individual is equipped with knowledge and skills that can help them live a more purposeful and meaningful life (Saravanakumar, 2020). Based on these objectives, education is a guide for every educational institution that can form humans in accordance with the objectives of both education in formal, informal and non-formal institutions (Pitri et al., 2022). One of the most chosen is formal institutions through school benches, while informal institutions can be through family and environment. Schools play a central role as formal institutions that not only teach academic knowledge, but also shape students' character and personality. The learning process consists of planning, implementation

and assessment that are interconnected to provide teaching to students (Adi, 2022). Therefore, students not only interact with teachers through learning resources, but also interact with all learning resources used to achieve the desired learning objectives (Mughtar & Suryani, 2019).

The success of educational goals depends on the process that students go through as learners in the learning process. Every student gets the opportunity to be able to achieve the desired learning outcomes (Matussolikhah & Rosy, 2021). But in the field, every student has differences in terms of academic ability, learning habits and approaches that differ from one another. Because of this, it is often an obstacle for students in processing the lessons taught. Thus, students need discipline in learning. The teaching and learning process is also an aspect that is needed in the world of education (Pratiwi & Setiyowati, 2024). One of the forms of discipline that needs to be practiced in schools is time discipline, learning discipline and discipline in doing assignments (Kurniasih & Wijaya, 2019). The role of discipline is very important to form order and order in an institution (Rismayanthi, 2011).

Learning discipline is a key factor in achieving academic success and developing students' potential optimally (Johan, 2015). Certain factors such as learning environment, school culture, parenting and students' own personal development. However, in the context of education, especially in secondary schools, the problem of learning discipline is often a significant challenge. This is supported by the results of research on student learning discipline problems, including lack of respect for teachers and friends, often making noise with teachers so that it disrupts the classroom atmosphere and student learning achievement (Irwan & Ratna, 2023). The results of the study found differences in learning discipline based on gender, where female students tend to be more disciplined than male students in completing assignments and complying with learning rules (Rambe, 2018). Meanwhile, it is mentioned that there are 30% of students with low levels of learning discipline in each indicator, such as often arriving late, not listening to teachers, cheating and not doing assignments, both at home and at school (Putri et al., 2024). This fact indicates that the problem of discipline is still a serious issue that needs to be addressed systematically.

Based on these findings, it can be concluded that student learning discipline is an important issue in the education process at the secondary school level. This problem not only impacts on the achievement of learning outcomes but affects the overall learning atmosphere and culture. Therefore, it is important to conduct research to explore the extent of student learning discipline at school. This study aims to determine the level of student learning discipline towards school regulations at SMP Negeri 27 Malang. In contrast to previous research that focuses more on the factors causing low discipline or comparisons between genders, this study specifically highlights the extent to which students comply with learning rules at school based on real experiences in the educational unit environment. Thus, it is expected that the results of the study can provide a more specific contextual contribution in efforts to improve the culture of discipline in secondary schools.

## **2. Method**

### **2.1. Pendekatan dan jenis penelitian**

The research method used in this research is descriptive quantitative with a survey research design. Quantitative research methods are research methods used to study certain populations or samples, data collection using research instruments which later the collected data is then analyzed using statistical calculations so that the results are more accurate

(Sugiyono., 2016). This research does not aim to test cause-and-effect relationships, but rather to obtain an overview of the level of student learning discipline towards school regulations at SMP Negeri 27 Malang.

The research design used was a survey. Survey research is used to collect data on each student related to their attitudes, interests, habits, etc. This research was conducted to provide a picture of something (Maidiana, 2021). This research was conducted with the aim of providing a description of something. In this case, the research used a descriptive survey that used data collection techniques in the form of questionnaires or observations. Questionnaire is a data collection method that uses a series of questions that have been designed in a structured manner.

## **2.2 Population and Sample**

The population in this study were all students of SMP Negeri 27 Malang in the 2024/2025 school year consisting of VII, VIII, and IX grade students with a total of 357 students. Based on this number, this study used a non-probability sampling technique of accidental sampling which is a sample collection technique based on chance, namely anyone who happens to meet the researcher can be used as a sample if appropriate as a data source (Sugiyono., 2016). This technique was chosen because the entire population was given the opportunity to fill out a questionnaire, but only data from students who filled in completely were used in the analysis. Based on the results of data collection, a sample size of 317 students was obtained.

## **2.3 Research Instruments**

The instrument used in this study is a discipline scale questionnaire which is compiled based on indicators of learning discipline indicators. The Likert scale used uses four answer options, namely Strongly Agree (S), Agree (S), Disagree (TS), and Strongly Disagree (STS). This instrument adopts the scale from Ningrum (2022) which consists of 18 statement items and has a reliability value of 0.772 which indicates that the instrument is classified as reliable.

## **2.4 Data Collection**

Data collection was conducted online using Google Form. The questionnaire link was distributed to all students in grades VII, VIII, and IX randomly. The distribution was done through each homeroom teacher and whatsapp group. Respondents were asked to fill out the questionnaire independently and anonymously so that the data collected is objective and reflects the actual conditions in the field.

## **2.5 Teknik Analisis Data**

The data that has been collected is then analyzed using the help of IBM SPSS 21. The data analysis technique used is descriptive statistics in the form of percentages, frequencies, averages (mean), and standard deviations to determine the general description of the level of learning discipline. These results are described in the form of diagrams and descriptive narratives to facilitate data interpretation.

# **3. Results and Discussion**

## **3.1 Result**

Based on data from 317 respondents, the results show that the level of discipline of students at SMP Negeri 27 Malang is in three categories, namely low, medium, and high.

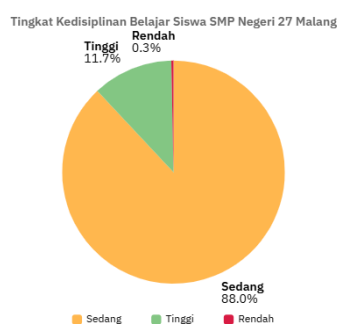


Figure 1. Results of the Learning Discipline Level of Students of SMP Negeri 27 Malang

Most students are in the moderate category, as many as 279 students or around 88% of the total respondents. This shows that most students have fairly good learning discipline such as preparing school equipment, taking notes, paying attention to the teacher while teaching, and doing assignments after school. However, this learning discipline has not been applied consistently. There are still learning behaviors that only appear when exams and dependence on friends during group assignments.

A total of 37 students or 11.7% were in the high category. This shows that they have very good study habits, such as preparing a study schedule, doing assignments without delay, showing an active attitude in learning, continuing to do assignments without teacher supervision, taking the initiative to leave early to carry out picket duty, and completing homework before playing. This behavior shows high awareness and responsibility for learning, so students in this category can be used as role models for their friends. Meanwhile, 0.3% or 1 student was in the low category. This student shows low awareness and responsibility for learning which is reflected in the behavior of often not doing assignments, playing when the teacher teaches, often being late for school, and studying only when there is an exam. This shows the lack of initiative to learn independently.

### 3.2 Discussion

Learning discipline is the attitude, behavior, and actions of students in carrying out learning activities in accordance with the rules, agreements, and norms that have been agreed upon with students, teachers at school, and parents (Adison & Suryadi, 2022). In addition, according to (Syaputra et al., 2024) learning discipline is a form of student awareness and responsibility in carrying out learning obligations consistently by complying with school regulations formed from previous learning experiences. Discipline is important so that we can think clearly and choose the most appropriate action, even though it is sometimes contrary to personal desires (Kelly, 2022). In the context of education, learning discipline not only functions as a tool for regulating behavior, but also as an integral part of the character building process that must be accustomed to daily life. By familiarizing learning discipline, students will be able to face challenges in the learning process and have strong motivation and show a positive attitude in learning.

Learning is a process influenced by various factors. Factors that affect learning are divided into two, namely external and internal factors (Sugiarto et al., 2019). External factors

include non-social factors such as air temperature, time, place, and learning facilities. In addition, influential social factors such as family environment, school, community, and peers. The influence of friends, the environment and cell phones also interfere with communication in the classroom (Pratiwi et al., 2025). Meanwhile, internal factors include physiological factors such as health conditions, vision, hearing, and physical fitness. Psychological factors that affect the learning process such as interest, talent, motivation, and concentration. In addition, there are two types of factors that influence student learning discipline, namely intrinsic and extrinsic factors. Intrinsic factors are related to psychological factors, such as interest, motivation, and thinking ability (Minggi et al., 2023). Meanwhile, extrinsic factors are related to social factors, including family, school and community environments. All these factors are interrelated and affect the level of student learning discipline.

Students who have good learning discipline are able to deal with various problems that arise during the learning process (Aziz et al., 2022). Conversely, if students lack discipline, they tend to study irregularly, are lazy to do the assignments given by the teacher, often copy friends' work, do not focus when the teacher explains, do not submit assignments on time, and leave the class when the teacher is not there (Syaputra et al., 2024). Therefore, when students realize the importance of learning discipline, they are motivated from within to achieve academic achievement and develop themselves positively (Masduki & Darmawan, 2025). Thus, learning discipline is strongly influenced by the role of teachers and the environment in instilling and shaping learning discipline in students.

A supportive family environment and student learning discipline are very influential in increasing students' enthusiasm for learning (Aziz et al., 2022). Family is considered the main foundation in shaping students' attitudes, values and motivation towards education. Parental support, such as paying attention to children's achievements and encouraging children to develop interests and talents can create a pleasant and enthusiastic learning atmosphere (Halim et al., 2018). In addition, teachers also play an important role in instilling student learning discipline because teachers are tasked with guiding and assisting students, including when they make mistakes. Students need direction and attention from teachers so that they feel cared for and continue to develop mentally in the school environment (Jaya & Syahrir, 2024). Through the right approach, teachers can build a positive and comfortable learning environment, so that students feel safe, valued, and more motivated to learn seriously and comply with existing rules.

Discipline plays an important role in education because it helps students achieve learning achievements. If applied properly, learning discipline can have a positive impact and create a comfortable and orderly learning atmosphere for students (Rahmayani et al., 2020). An orderly environment encourages students to be more focused, responsible, and motivated in learning. Learning discipline also shapes students into orderly individuals, adheres to responsibilities, and has the enthusiasm to develop and achieve maximum learning results (Endriani & Iman, 2022). In addition, learning discipline can foster independence and self-confidence which are important in facing various challenges during the learning process (Emmawati & Santoso, 2023).

This research provides important information for schools about the real conditions of student discipline. Teachers can use the results of this study as a basis for conducting special coaching approaches such as counseling as an effort to help students develop awareness and responsibility in obeying learning discipline. The school can also develop programs related to improving student discipline. In addition, the involvement of parents and the surrounding environment is also an important factor in supporting a sustainable culture of learning

discipline. In general, the results of this study provide a new contribution in describing the reality of the level of discipline of students from the secondary school level quantitatively through primary data from a large number of respondents. Therefore, the results of this study are the first step in designing policies to improve the character of learning discipline at the junior secondary education level. This research also emphasizes the need for integration between academic learning approaches and student character building so that learning discipline can develop into a sustainable habit, not just momentary compliance.

This research provides an initial picture of the condition of student learning discipline at SMP Negeri 27 Malang. However, it still has room for development for free coverage. The research was only conducted in one school, so it cannot yet reflect the situation in other schools with different backgrounds. In addition, the focus of the research is still limited to the level of learning discipline without further exploring the factors causing or the background of this behavior. Therefore, further research is highly recommended to dig deeper into the dynamics of student learning discipline in order to gain a more comprehensive understanding. That way, the coaching efforts made are not only reactive to momentary compliance, but are able to instill discipline as a sustainable positive value and habit in students.

#### 4. Conclusion

Based on the results of research on 317 students at SMP Negeri 27 Malang, most students have a moderate level of discipline. This study emphasizes the importance of the role of teachers, school environment, and family support in fostering and maintaining learning discipline as a positive habit. Good learning discipline not only has an impact on improving academic achievement, but also forms the character of responsible and independent students. The results of this study provide a real picture for schools to develop appropriate coaching strategies, such as counseling or other programs. From these results, schools are expected to design coaching steps that are not only supervisory in nature, but also touch on aspects of strengthening student character. Teachers play an important role as mentors and role models, while families become the main foundation that strengthens students' learning routines at home. Through good collaboration between schools and parents, a positive and consistent learning atmosphere can be more easily achieved.

This research provides an understanding that learning discipline is not merely a matter of obeying rules, but is also influenced by interconnected internal and external factors. This is a reminder that the formation of learning discipline character needs a process that is accompanied and cannot be instantaneous. In addition, this study still has limitations, because it was only conducted in one school and has not explored further the causes of the level of student discipline. For this reason, further research is strongly recommended to use a qualitative approach in order to go deeper into how the dynamics of discipline are formed from the perspective of students and the surrounding environment. The findings of this study are expected to be the initial foothold in designing a more comprehensive and sustainable discipline coaching program.

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