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The Principal's Strategy in Improving Student Discipline Through The Etiquette and Code of Conduct Book Program

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Abstract

Student discipline is an essential aspect of education because it contributes to character development and the creation of a conducive learning environment. However, many schools continue to face disciplinary issues such as tardiness, violations of school regulations, and low student awareness of school rules. SMPN 1 Ngajum has implemented the Etiquette and School Rules Book Program based on a point system to foster discipline and strengthen students' character. This study aims to analyze the principal's strategy in improving student discipline through the implementation of the program. This research employed a qualitative approach using a case study design. The study was conducted at SMPN 1 Ngajum, Malang Regency, East Java. Data were collected through in-depth interviews, observations, and documentation. Data analysis involved data collection, condensation, presentation, and conclusion drawing. Data validity was ensured through source and technique triangulation. The findings revealed that: (1) the program successfully improved students' disciplinary behavior, including punctuality, neatness, and adherence to school regulations; (2) the principal implemented discipline-building strategies through socialization, supervision, coaching, evaluation, and the application of a point-based system; (3) the program contributed positively to creating a more orderly, safe, and conducive school environment; and (4) the success of the program was supported by the commitment of school stakeholders, clear regulations, and parental involvement, although challenges remained in addressing diverse student characteristics and supervision limitations.

Keywords: *Principal Strategy, Student Discipline, School Rules, Character Building*

1. Introduction

Student discipline is a crucial aspect of educational administration, as it plays a vital role in creating an orderly, safe, and conducive learning environment. Discipline relates not only to compliance with school rules but also reflects students' responsibility, self-control, and character formation. Students with a high level of discipline tend to participate optimally in the learning process, adhere to regulations, and exhibit positive behavior in their daily lives. Conversely, a lack of discipline can lead to various issues, such as tardiness, rule violations, low engagement in learning, and a disrupted academic atmosphere at school. Student disciplinary issues remain a prevalent challenge across various educational institutions, particularly at the junior high school level. Both internal factors, such as students' self-awareness and motivation, and external factors, including social environments, family support, and the enforcement of school rules, significantly influence the level of student discipline. Therefore, a systematic and continuous developmental strategy is required to ensure students understand the importance of discipline as an integral part of character building. In this context, the principal holds a strategic role as an educational leader responsible for designing, directing, and supervising various discipline-building programs within the school.

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SMPN 1 Ngajum is one of the schools attempting to improve student discipline through the Etiquette and Code of Conduct Book Program (*Program Buku Tata Krama dan Tata Tertib*). This program utilizes a point system that records various forms of students' positive behaviors and violations, serving as an instrument for character building and behavior management. Through this program, students are taught that every action carries accountable consequences. The implementation involves the entire school community, ranging from the principal, teachers, and homeroom teachers to educational staff, ensuring that the discipline-building process is conducted consistently and in an integrated manner. Based on preliminary study results, the implementation of this program has shown an improvement in student discipline, as evidenced by a decrease in the violation rate, increased punctuality, neatness in uniform attire, and politeness in interactions within the school environment.

Various previous studies have discussed the development of student discipline through the enforcement of school rules. However, research specifically examining the principal's strategy to improve student discipline through a point-based Etiquette and Code of Conduct Book Program at the junior high school level remains relatively limited. Nevertheless, the principal's leadership strategy is a critical factor in determining the successful implementation of disciplinary programs in schools. Therefore, this study aims to describe and analyze the principal's strategy for improving student discipline through the Etiquette and Code of Conduct Book Program at SMPN 1 Ngajum. This includes the state of student discipline, the strategies implemented by the principal, the program's impact on student disciplinary behavior, as well as the supporting and inhibiting factors in its implementation.

2. Method

This study employs a qualitative approach with a case study design to gain an in-depth understanding of the principal's strategy for improving student discipline through the Etiquette and Code of Conduct Book Program at SMPN 1 Ngajum. A qualitative approach was selected because this study focuses on understanding social phenomena, behaviors, and the strategies implemented by the principal within the school's natural context. According to Sugiyono (2019) and Ulfatin, N & Triwiyanto, T. (2021), qualitative research is used to examine the condition of natural objects, with the researcher serving as the key instrument in the data collection and analysis process. The research location is SMPN 1 Ngajum, Malang Regency, East Java, which was chosen due to its consistent implementation of the Etiquette and Code of Conduct Book Program as an effort to foster student discipline. The research informants consisted of the principal, the vice principal of student affairs, guidance and counseling teachers, subject teachers, and students involved in the program's implementation.

Data collection was conducted through in-depth interviews, observations, and documentation to obtain comprehensive information regarding the program's execution and the discipline-building strategies implemented by the school. Interviews were utilized to explore the informants' experiences and perspectives regarding the program's implementation, while observations were carried out to monitor the students' disciplinary behavior and the execution of school activities. Documentation was used to supplement the data, encompassing the etiquette and code of conduct book, the scoring guidelines, activity photographs, and other supporting documents. Data analysis was performed using an interactive analysis model, which includes data collection, data condensation, data display, and drawing conclusions. Data validity was verified through source triangulation and technique triangulation to ensure the credibility of the research findings. The research stages were systematically conducted, starting from the pre-research phase, followed by fieldwork implementation, and concluding with the preparation of the research report.

3. Results and Discussion

3.1 The Condition of Student Discipline Formed through the Etiquette and Code of Conduct Book Program at SMPN 1 Ngajum

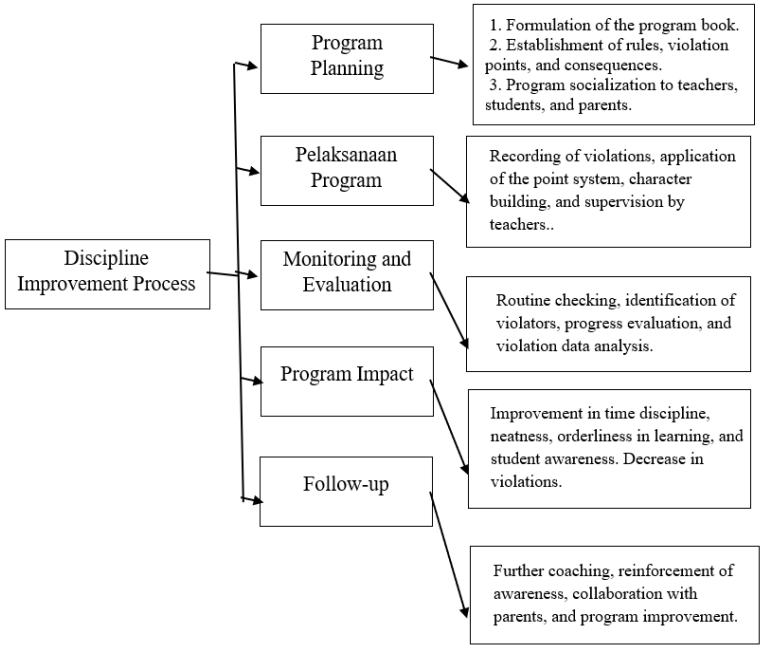


Figure 1. Chart of the Process of Improving Student Discipline through the Etiquette and Code of Conduct Book Program

Based on the research findings, the condition of student discipline at SMPN 1 Ngajum showed positive development following the implementation of the Etiquette and Code of Conduct Book Program. This program is carried out through continuous stages of planning, implementation, monitoring and evaluation, and follow-up. In the planning stage, the school formulated the rules, violation categories, point system, and consequences assigned to students. Subsequently, the program was socialized to teachers, students, and parents to ensure all parties understood its implementation mechanism. In the implementation stage, the school applied a system for recording violations and rewards through positive and negative points, accompanied by character building and teacher supervision. The results of the program's implementation indicated an improvement in time discipline, neatness, orderliness in learning, and students' awareness in obeying school rules, which was marked by a decrease in the number of code of conduct violations.

These findings indicate that the Etiquette and Code of Conduct Book Program has functioned as an effective behavior management instrument. The application of the positive and negative point system reflects behaviorism theory, which explains that behavior can be shaped through a reinforcement process in the form of rewards and consequences. Students who exhibit behavior in accordance with the rules earn positive points, while violations committed will incur negative points according to the severity of the offense. This mechanism encourages students to habituate disciplinary behavior due to the clear relationship between actions and the consequences received. This finding aligns with the research of Ratnasari and Mustofa (2024), which states that the consistent application of reward and punishment can

improve student discipline by providing motivation to obey school rules. Nevertheless, SMPN 1 Ngajum does not solely rely on the point system as a behavior control tool; rather, it integrates it with coaching, teacher role-modeling, and the reinforcement of responsibility values so that discipline develops into students' internal awareness.

In addition to being demonstrated by a reduction in code of conduct violations, the improvement in student discipline is also evident in the formation of positive habits in daily school life. Students have become more punctual in attending school, more orderly in participating in lessons, and exhibit more polite attitudes when interacting with teachers and peers. This condition indicates that the program not only results in compliance with rules but also contributes to the formation of students' moral awareness. These findings support the opinion of Aisyah and Anshori (2023), who state that habituation and positive reinforcement can help students understand the consequences of behavior and gradually form moral awareness. The program's success is also supported by the involvement of the principal, teachers, homeroom teachers, guidance and counseling teachers, and the student affairs team, who consistently conduct supervision and coaching. The results of this study are in line with Darmawan and Wijayanti (2026), who explain that discipline habituation through routine school activities and collaboration with parents can strengthen student character building. Thus, the Etiquette and Code of Conduct Book Program not only increases compliance with school rules but also establishes a disciplinary culture that supports the creation of an orderly, safe, and conducive learning environment (Firdausa & Jaryanto, 2025)

3.2 The Strategy Implemented by the Principal in Improving Student Discipline through the Etiquette and Code of Conduct Book Program

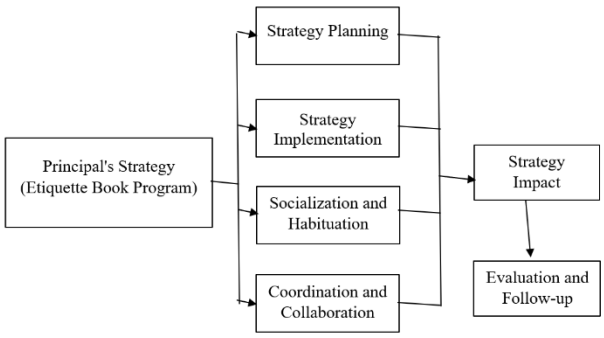


Figure 2. Chart of the Strategy Implemented by the Principal in Improving Student Discipline through the Etiquette and Code of Conduct Book Program

The research findings indicate that the principal of SMPN 1 Ngajum implemented a strategy to improve student discipline through the Etiquette and Code of Conduct Book Program, which is carried out in a planned and sustainable manner. The strategy encompasses program planning, the implementation of a point-based code of conduct, socialization and discipline habituation, coordination with teachers and parents, as well as evaluation and follow-up. The execution of the strategy is evident through disciplinary checking activities, recording of violations, student coaching, and the provision of rewards and consequences in accordance with the applicable regulations. Through this strategy, the principal is capable of coordinating the entire school community to create a more orderly and conducive environment.

The research findings show that the strategy implemented by the principal aligns with behaviorism theory, which emphasizes behavior formation through reinforcement. The awarding of positive points for students exhibiting disciplinary behavior and negative points for students committing violations serves as a form of reinforcement that encourages the formation of disciplinary habits. These findings are in line with the research by Susanto, Handoyo, and Wasino (2025), which explains that the principal plays a crucial role in building disciplinary character through role-modeling, habituation, and supervision. Additionally, Rahayu, Maryati, and Abidin (2025) state that the success of discipline coaching is influenced by program planning, effective communication, and continuous evaluation.

The success of the principal's strategy is determined not only by the application of the point system but also by the consistency of coaching and the involvement of the entire school community. Teachers, homeroom teachers, guidance and counseling teachers, and the student affairs team play an active role in supervising and coaching the students. This collaboration helps form a disciplinary culture that is oriented not solely toward rule compliance but also toward the growth of students' awareness and responsibility in their daily school lives.

3.3 The Impact of the Implementation of the Etiquette and Code of Conduct Book Program on the Improvement of Student Disciplinary Behavior

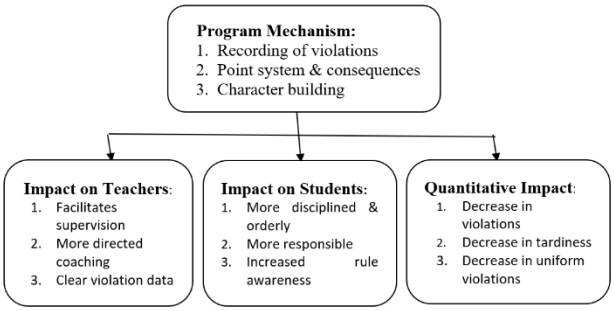


Figure 3. Chart of the Impact of the Implementation of the Etiquette and Code of Conduct Book Program on the Improvement of Student Disciplinary Behavior

The research findings indicate that the Etiquette and Code of Conduct Book Program has a positive impact on improving student disciplinary behavior at SMPN 1 Ngajum. This impact is evident from the decrease in the number of code of conduct violations, reduced tardiness, improved neatness in attire, and the growth of students' awareness in obeying school rules. Besides impacting the students, this program also facilitates teachers in conducting supervision and coaching because violation data is recorded in a more systematic and directed manner.

These findings indicate that the applied point and consequence system is capable of serving as a means of reinforcing student disciplinary behavior. Through the mechanism of recording violations, assigning points, and character building, students better understand the relationship between their behavior and the consequences received. The results of this study are in line with Harefa et al. (2026), who explain that the implementation of a point-based code of conduct can improve student discipline and reduce the rate of violations in schools. Furthermore, Khairunnisa et al. (2025) state that the implementation of school rules contributes to the creation of a more orderly and effective learning process.

The impact of the program is not only seen in the decline of violation rates but also in the changes in students' attitudes and character. Students become more responsible, more aware of

the rules, and more capable of controlling their behavior in their daily school lives. This finding is supported by Sitinjak et al. (2024), who explain that school rules act as a medium for character and moral education through habituation and continuous supervision. Thus, the Etiquette and Code of Conduct Book Program not only creates school orderliness but also supports the formation of students' disciplinary character.

3.4 Supporting and Inhibiting Factors in the Implementation of the Etiquette and Code of Conduct Book Program

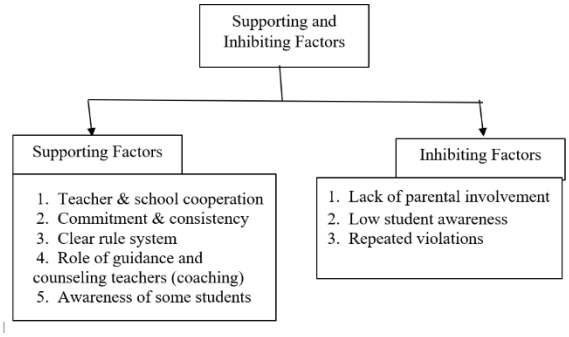


Figure 4. Chart of Findings on the Supporting and Inhibiting Factors in the Implementation of the Etiquette and Code of Conduct Book Program

The research findings indicate that the implementation of the Etiquette and Code of Conduct Book Program at SMPN 1 Ngajum is supported by several crucial factors, namely the cooperation of the entire school community, commitment and consistency in rule enforcement, a clear code of conduct system, the role of guidance and counseling teachers in coaching, and the awareness of the majority of students in obeying school rules. Furthermore, parental support through communication and coordination with the school also assists the process of fostering student discipline, enabling the program to run more effectively.

These findings indicate that the success of the program is determined not only by the existence of rules but also by the principal's leadership and the collaboration of all involved parties. This condition aligns with the research by Marpaung et al. (2025), which explains that effective principal leadership is capable of improving student discipline through role-modeling, supervision, and consistent rule enforcement. In addition, Sari and Sartono (2025) state that parental involvement plays a significant role in strengthening the discipline habituation implemented in schools.

Alongside the supporting factors, there are several obstacles faced in the implementation of the program, such as the lack of involvement from some parents, the low awareness of certain students, and the persistence of repeated violations. Differences in students' characters and the influence of their social environments also pose challenges in the discipline-building process. Nevertheless, the school continuously conducts evaluations, coaching, and the strengthening of cooperation with parents to overcome these various obstacles. Thus, the success of the Etiquette and Code of Conduct Book Program requires continuous synergy among the school, families, and students in building a consistent disciplinary culture.

4. Conclusion

Based on the research findings, the Etiquette and Code of Conduct Book Program at SMPN 1 Ngajum has proven capable of supporting the improvement of student discipline through continuous habituation, supervision, and coaching. The condition of student discipline shows positive development, marked by a decrease in code of conduct violations, reduced tardiness, improved neatness in attire, and the growth of students' awareness in obeying school rules.

The principal's strategy in improving student discipline is carried out through systematic program planning, the implementation of a point-based code of conduct, socialization and discipline habituation, coordination with various parties, as well as periodic evaluation and follow-up. This strategy has successfully created a more orderly and conducive school environment as it is supported by the involvement of teachers, homeroom teachers, guidance and counseling teachers, the student affairs team, and students' parents.

The implementation of the Etiquette and Code of Conduct Book Program has a positive impact on student disciplinary behavior, both in terms of compliance with rules and the formation of responsibility and moral awareness. The success of the program is supported by the cooperation of the entire school community, commitment to rule enforcement, and parental support. However, the program's implementation still faces obstacles in the form of low awareness among some students, a lack of support from certain parents, and the occurrence of repeated violations. Therefore, continuous evaluation and coaching are required so that the established disciplinary culture can be maintained and consistently improved.

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