

# Observation of Student Discipline Behavior at SMK Negeri 1 Pulau Punjung

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## ABSTRACT

Student discipline is a crucial factor influencing the success of the teaching and learning process as well as character development in the school environment. In Educational Psychology, discipline is understood as the result of self-control processes, internal motivation, and structured behavioral habituation. This study was conducted through observation of 30 eighth-grade students. The results indicate that the level of student discipline falls within the moderate category. Most students demonstrate basic disciplinary behaviors; however, problems related to self-regulation, behavioral consistency, and awareness of rules without teacher supervision are still evident. The findings are analyzed in relation to Educational Psychology theories, including Bandura's social learning theory, Zimmerman's concept of self-regulation, and Kohlberg's theory of moral development. The discussion reveals that student discipline is influenced not only by individual factors but also by social interaction patterns, teacher role modeling, school environment habituation, and the reward–punishment system implemented. This article emphasizes the need for educational intervention approaches that focus on the development of positive habits, enhancement of students' self-control, and continuous character strengthening to improve the quality of discipline in schools.

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## 1. INTRODUCTION

Discipline is one of the crucial factors determining the success of the educational process. From the perspective of Educational Psychology, discipline does not merely refer to external compliance with rules but rather to students' internal ability to regulate and control themselves (*self-regulation*) in order to achieve learning goals (Sulistiyorini, 2017). Disciplined students tend to be more responsible for their tasks, more resilient, and possess a strong work ethic, which in turn enhances focus and learning efficiency (Tu'u, 2004).

A decline in discipline, particularly related to time management and orderliness, may hinder the optimization of students' potential and create a less conducive classroom atmosphere. Therefore, this study was conducted to obtain empirical data regarding the extent to which disciplinary behavior and responsibility have been internalized by students within the school environment.

## Article Type

This article is an empirical study based on field observation using a descriptive quantitative approach. Data were obtained through direct observation of students' disciplinary behavior within the school environment and subsequently analyzed by linking the findings to Educational Psychology theories. As an observational study, this article aims to systematically describe phenomena, interpret student behavior within an educational context, and provide an understanding of psychological factors influencing discipline. Thus, the article presents not only empirical findings but also conceptual analysis relevant to educational practice and character development in schools. As an observational article, this study emphasizes the collection of observable behavior data while interpreting findings through the lens of Educational Psychology. The descriptive qualitative approach allows for in-depth analysis of behavior, including internal and external factors affecting student discipline, such as learning environment, teacher role modeling, peer interaction patterns, and individual motivation. This article integrates observational findings with psychological theories related to self-regulation, behavior formation, and moral development, providing a comprehensive understanding of student discipline and its implications for educational practice and character development.

## 2. METHOD, DATA, ANALYSIS

This study employed a descriptive quantitative approach using direct observation to describe the level of student discipline at SMK Negeri 1 Pulau Punjung. The instrument used was the Student Discipline Observation Instrument, consisting of 15 indicators of disciplinary behavior. The collected data were primary ordinal data obtained through direct observation by the researcher (Anna Arissa, Student ID: 23002071). A rating scale ranging from 1 (*Never*) to 5 (*Always*) was used to reflect the frequency of observed behaviors for each indicator.

The data analysis technique applied was descriptive statistical analysis, aimed at summarizing scores and identifying the mode (tendency) for each indicator. The results revealed significant polarization in students' discipline profiles. On one hand, aspects of discipline related to external compliance showed high scores. For example, the indicator *Bringing Learning Equipment* received a score of *Always* (5), and *Compliance with Dress Code* received *Often* (4). This indicates that students tend to comply with rules that are easily monitored physically.

On the other hand, indicators related to internal discipline and personal responsibility showed low scores. Most indicators such as *Self-Control*, *Not Disturbing Peers*, *Academic Responsibility*, *Use of Learning Time*, *Compliance with School Rules*, *Neatness of Books and Notes*, *Following Teacher Instructions*, and *Compliance During Break Time* were observed to receive *Never* (1). Meanwhile, behaviors indicating inconsistency—such as *Punctual Attendance*, *Focus During Learning*, and *Positive Social Behavior*—were categorized as *Sometimes*.

These findings indicate a gap between reactive discipline (compliance with external rules) and proactive discipline (self-control and internal responsibility). High scores in uniform compliance and learning equipment align with discipline theories emphasizing normative compliance driven by supervision and sanctions. However, low scores in *Self-Control* and *Academic Responsibility* suggest that students have not yet developed adequate self-discipline. According to self-control theory, the ability to restrain impulses is essential, and its weakness is reflected in behaviors such as failing to follow instructions and inefficient use of learning time. These results implicitly suggest the need for educational interventions focusing on self-management training and internalization of responsibility values rather than relying solely on external enforcement.

## 3. RESULT AND DISCUSSION

### Result

Results are the main part of scientific articles, containing: final results without data analysis process, hypothesis testing results. Results can be presented with tables or graphs, to clarify the results verbally.

The observation results reveal a clear distinction between external and internal discipline levels among students at SMK Negeri 1 Pulau Punjung. Disciplinary aspects consistently observed as *Always* (Score 5) and *Often* (Score 4) are associated with norm compliance that is easily monitored, such as *Bringing Learning Equipment* and *Compliance with Dress Code*. This indicates that students demonstrate adequate reactive discipline toward visible rules.

## Discussion

*Learning Readiness* was often observed, but *Punctual Attendance* and *Focus During Learning* were only categorized as *Sometimes* (Score 3), indicating inconsistency and challenges in sustaining cognitive engagement during learning activities. However, theoretical analysis highlights significant weaknesses in internal discipline and personal responsibility. Most critical indicators received the lowest scores (*Never* or *Rarely*). Fundamental aspects such as *Self-Control* and *Not Disturbing Peers* were consistently unobserved, indicating difficulties in impulse control and maintaining a conducive learning environment. This lack of self-control may be the root cause of other disciplinary problems. Additionally, *Academic Responsibility* (timely submission of assignments), *Use of Learning Time*, and *Compliance with School Rules* were also observed as *Never*. Within the framework of self-discipline theory, these findings suggest that students have not internalized intrinsic responsibility values essential for academic success. This condition is exacerbated by low *Participation in Learning*, which was rarely observed, underscoring students' passive learning behavior. Overall, these findings conclude that while students comply with administrative aspects of discipline, they are significantly weak in developing self-discipline and self-control abilities. Therefore, recommended interventions should shift from emphasizing external punishment toward training self-management skills, responsibility, and intrinsic motivation to ensure sustainable and productive discipline..

## 4. CONCLUSION

In conclusion, the observation results indicate that the level of student discipline at SMK Negeri 1 Pulau Punjung is inconsistent and polarized, marked by a significant gap between external and internal discipline aspects. Students demonstrate good compliance (*Often/Always*) with easily monitored and normative rules, such as bringing learning equipment and adhering to dress codes. However, fundamental weaknesses are found in internal discipline and personal responsibility dimensions. Most indicators related to *Self-Control*, *Academic Responsibility*, *Use of Learning Time*, and *Compliance with School Rules* were categorized as *Never* or *Rarely*. Thus, although students exhibit reactive discipline toward visible rules, they lack the self-discipline necessary for academic success and social life.

Based on these findings, schools are encouraged to implement intervention strategies that shift from external rule enforcement toward internal skill development. Schools should focus on self-control and emotional management training through structured guidance and counseling programs. To address low academic responsibility and ineffective use of learning time, teachers are advised to implement self-monitoring systems that encourage students to independently track and evaluate their academic progress. Additionally, learning methods should be revitalized to become more interactive and student-centered, fostering active participation and learning discipline. Finally, close collaboration between schools and parents is essential to ensure consistency in discipline values both at school and at home.

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