

The Implementation Of School Regulations In Developing Students' Discipline Character In An Elementary School

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Doi: <https://doi.org/10.58818/ijems.v5i1.306>

Abstract

School regulations constitute binding rules for all members of the school community to support the teaching and learning process. Discipline character education, derived from the term "*disciplina*," refers to mental and moral training aimed at fostering obedience to rules based on self-awareness. Discipline offers several benefits, including the development of positive habits, the enhancement of independence, and the cultivation of responsibility. Using a qualitative approach, this study involved students of SDN 1 Sei Rukam 1 as the research subjects in examining the implementation of school regulations in developing discipline character. The findings indicate that the implementation of school regulations in fostering discipline character education at SDN 1 Sei Rukam, Pugaan District, Tabalong Regency, has been carried out effectively. This study is expected to contribute to improving students' disciplinary attitudes.

Keywords: School Regulations, Character Education, Discipline.

1. Introduction

In general, school regulations can be defined as binding rules that must be obeyed by all members of the school community where the teaching and learning process takes place. The implementation of school regulations can run effectively if teachers, school staff, and students mutually support the rules themselves. A lack of support from students will reduce the effectiveness and significance of the regulations applied in the school. School regulations, in the form of school rules, are a set of written and binding provisions established within the school environment.(Fawaid 2017)

According to Imam Musbikin in his book *Pendidikan Karakter Disiplin*, discipline character education originates from the word discipline. The term discipline is derived from the Latin word "*disciplina*," which refers to teaching and learning activities. In English, the term "discipline" means: (a) orderliness, obedience, or self-control of behavior; (b) training to shape, correct, or refine something as mental ability or moral character; (c) punishment given to train or correct; and (d) a collection or system of rules governing behavior.



Stara Waji states that discipline comes from the Latin word *discere*, meaning “to learn.” From this word emerged *disciplina*, which means teaching or training. Over time, the meaning of discipline has developed into several interpretations. First, discipline is understood as obedience to rules or submission to supervision and control. Second, discipline is viewed as training aimed at developing oneself in order to behave in an orderly manner. Based on the above explanation, discipline can be concluded as an individual’s attitude that demonstrates obedience or compliance with existing rules or regulations, carried out willingly and with self-awareness.(Musbikin 2021, h.4-5)

The advantages of discipline character education include developing positive habits, enhancing independence, shaping resilient personalities, fostering respect for punctuality, and training responsibility. However, it also has potential drawbacks, such as creating excessive pressure or stress, limiting students’ creativity, causing student resistance, and being difficult to implement consistently.(Melati 2021)

Instilling discipline in children aims to help them learn as social beings, as their individual lives inevitably intersect with social life in society. Therefore, children must be trained to adapt to communal life and social norms.(Yunita Sari and Rofiyarti 2017)

The characteristics of discipline include: (1) not skipping school, (2) arriving at and leaving school on time, and (3) consistently obeying school regulations properly.(2019, h.121)

In the study conducted by Kafina et al, the findings indicate that the implementation of school rules at SD Negeri Gandekan effectively strengthened the character education of fourth-grade students, particularly in terms of discipline. The indicators of success were reflected in the increased compliance of students with school regulations without constant reminders. This included punctuality, orderly behavior in the classroom, and responsibility in completing learning tasks. The synergy between teachers and students was identified as the primary supporting factor contributing to the successful implementation of school discipline.(Permatasari et al. 2023)

Similarly, in the study by Delia, the results demonstrate that the application of school rules at SD Bangunsari significantly contributed to the improvement of students’ disciplinary character. Clearly formulated regulations, consistent habituation practices, and educational sanctions fostered observable behavioral changes among students. These changes were reflected in punctual attendance, adherence to school regulations, and orderly participation in various school activities, all of which represent essential indicators of disciplinary character development.(Pratiwi and Bektiningsih 2025)

The quantitative findings reveal a significant relationship between the implementation of school rules and students’ disciplinary character in Civics (PPKn) learning. The correlation value indicates that the stronger the enforcement and internalization of school regulations, the higher the level of students’ disciplinary character. Thus, school rules function as a crucial factor in shaping elementary students’ learning discipline and character formation.(Imawati and Putri 2024)

Furthermore, the study entitled “*The Implementation of Student Discipline Through School Rules (SD Level)*” concludes that character education through the enforcement of school regulations at the elementary level effectively enhances students’ disciplinary character. The systematic implementation of rules, the availability of supporting facilities, and exemplary behavior demonstrated by teachers and school principals positively influenced students’ discipline. In addition, effective communication between the school and parents played a vital role in overcoming challenges related to instilling disciplinary values in students.(Dewi et al. 2021)

The results of the researcher’s preliminary observation indicate that SDN 1 Sei Rukam 1, Pugaan District, Tabalong Regency, has implemented school regulations in developing discipline character education. All students of SDN 1 Sei Rukam 1 comply well with the

existing school rules, such as participating in the Monday morning assembly, actively engaging in routine school activities, wearing proper school uniforms according to regulations, maintaining school facilities, and other related practices.

Based on the background described above, the research problem is formulated as follows: “How are school regulations implemented in developing discipline character education at SDN 1 Sei Rukam 1?” The objective of this study is to describe and analyze the implementation of school regulations in developing discipline character education. The findings of this study are expected to benefit students by improving their level of discipline.

For the school principal, the results of this study may provide valuable input for evaluating and improving the implementation of school regulations within the school environment, thereby supporting the creation of more effective discipline character education. In addition, this research may assist the principal in developing relevant programs to enhance students’ discipline.

For the researcher, this study provides practical insights into the implementation of school regulations in developing discipline character education. The findings may serve as a reference or theoretical foundation for further research related to the development of discipline character through school regulations, both at the primary school level and at other educational levels.

2. Research Method

This study employed a descriptive qualitative research design. The descriptive method is used to describe existing phenomena systematically and accurately. Descriptive research provides an account of the social phenomena under investigation by explaining the value of variables based on the observed indicators, without establishing relationships or comparisons with other variables. (Suardi 2019, h.28)

Qualitative research is an approach designed to gain an in-depth understanding of social phenomena through participants’ perspectives within their natural settings. According to an article published in *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, qualitative research aims to explore meanings, understand processes, and describe social realities holistically, with the researcher functioning as the primary instrument. The data collected typically take the form of words, narratives, interview transcripts, observations, and documentation, which are then analyzed inductively to identify emerging patterns or themes. This approach does not emphasize numerical data or statistical generalization; rather, it prioritizes depth of understanding and contextual interpretation of the phenomenon under investigation. (Ilahi et al. 2017)

Similarly, qualitative research is also understood as a method grounded in post-positivist philosophy and employed to examine phenomena in their natural conditions. An article published in *Jurnal Basicedu* explains that qualitative research emphasizes processes, meanings, and comprehensive understanding of specific issues, utilizing data collection techniques such as in-depth interviews, participant observation, and document analysis. Data analysis is conducted continuously from the initial stage of data collection until the completion of the study, resulting in a comprehensive and contextually rich description of the researched phenomenon. (Marta et al. 2021)

The subjects of this study included the school principal, Mr. Fakhruddin, and the students, represented by Zulfa Alya from Grade V. The research was conducted at SDN 1 Sei Rukam 1, Pugaan District, Tabalong Regency.

The data sources in this study consisted of primary and secondary data. Primary data were obtained from the school principal and students. Secondary data included supporting information, such as general data about the research location at SDN 1 Sei Rukam 1.

The data collection techniques used in this study were interviews, observation, and documentation. The data analyzed were obtained from these three techniques. In analyzing the data, the researcher applied an inductive reasoning approach, meaning that the data collection was not intended to test a previously formulated hypothesis. Instead, the analysis focused on forming abstractions based on the collected data, which were then categorized and grouped. Thus, the development of theoretical conclusions emerged from the accumulation and interrelation of substantial data.

To ensure data validity, triangulation among researchers was employed. This was carried out by involving more than one person in the data collection process to enrich perspectives and enhance the depth of information gathered. It is important that the individuals involved in collecting data possess sufficient experience to avoid compromising the quality of the research.

According to Creswell, the qualitative data analysis procedure involves the following steps: (1) organizing and preparing the data, (2) reading, understanding, and reviewing all data related to the implementation of school regulations in developing discipline character education at SDN 1 Sei Rukam 1, (3) compiling and summarizing the data, (4) providing detailed descriptions, (5) identifying and connecting related themes, and (6) interpreting the themes within the context of the study. (Sugiyono, 2017, h. 162-163.)

3. Results And Discussion

3.1 Implementation of School Regulations

a. Not Skipping School

The results of the researcher's field observations indicate that teachers provide guidance to students during the Monday morning assembly and during morning habituation activities. Students are reminded to arrive at school earlier and are encouraged not to be absent without valid reasons.

This finding is reinforced by the teacher's explanation during the interview, stating that teachers consistently remind students to come to school on time and not to be absent. Another interview with a student also revealed that students regularly attend school because teachers frequently remind them of the importance of seeking knowledge.

b. Arriving at and Leaving School on Time

Based on field observations, teachers implement a morning habituation program that requires students to arrive at and leave school according to the established schedule. This is supported by the results of an interview with a teacher, who stated: "Alhamdulillah, with the implementation of the morning habituation program, we have observed positive changes in students' habits. The children are now more motivated to arrive earlier at school. This regulation not only helps them become more disciplined but also creates a more orderly and conducive atmosphere to begin learning activities. Hopefully, this good habit will continue to develop and provide long-term benefits for the children's character development."

An interview with a student revealed that he or she had occasionally been slightly late but never seriously late (only arriving just at the start time). The reasons mentioned included traffic congestion or occasionally waking up late.

c. Obeying Rules Properly

The results of field observations show that teachers consistently urge students to comply with school regulations. This is further supported by the teacher's explanation during the interview, stating that providing guidance about the importance of punctuality is an initial step in building discipline. Every morning, teachers remind students to arrive according to the predetermined schedule. This aims to help them understand that

punctuality is part of their responsibility as students. If a student arrives late, a warning is given as a form of guidance and character development.

3.2 Analysis and Discussion

The Implementation of School Regulations in Developing Discipline Character

a. Not Skipping School

This can be seen from the attendance records, which indicate that no students are frequently absent from school. Based on the interview with the teacher, students are consistently reminded of the importance of seeking knowledge. Every morning, teachers remind students to attend school and not to skip classes.

The explanation above is in line with the journal entitled *The Importance of Islamic Religious Education as a Foundation for Students in School* by Ani Marlia et al., which states that truancy refers to students who intentionally do not attend school without permission or who initially come to school but leave during school hours without the teacher's knowledge. (Marlia et al. 2023)

The findings reveal that truancy behavior can be reduced through effective collaboration between Islamic Education (PAI) teachers and Social Studies teachers in addressing cases of students who frequently skip classes. Conducted using a case study approach at MTs PAI Medan, the research utilized observation, interviews, and documentation as data collection techniques. The results indicate a coordinated effort between both teachers to explore the background factors contributing to truancy and to design appropriate intervention strategies. These strategies included communicative approaches, close supervision, and the reinforcement of disciplinary habits. Through continuous and integrated interventions, students' truancy behavior gradually decreased. (Lubis et al. 2020)

Meanwhile, the study employed a classroom action research design to examine the effectiveness of behavior contracts in improving attendance discipline. The findings demonstrate that implementing a behavior contract involving students, teachers, and parents significantly enhanced students' attendance consistency. After two cycles of intervention, the number of students attending school regularly increased substantially. Parental involvement and the provision of appropriate rewards were found to strengthen students' motivation to attend school more consistently and responsibly. (Yudhistira 2023)

Furthermore, reports that individual counseling methods effectively address truancy behavior. This descriptive qualitative study conducted at SMPN 3 Lengayang found that directive, nondirective, and eclectic counseling sessions helped students overcome habitual absenteeism. The analysis shows that these counseling approaches positively transformed students' behavior, increased their awareness of the negative consequences of truancy, and strengthened their commitment to consistent school attendance. (Putra 2019)

b. Arriving on Time

This can be observed from the fact that students are already at school by 7:30 a.m. and leave at 12:30 p.m. According to the teacher's interview, students are consistently reminded of their arrival and dismissal times to train their discipline. An interview with a student revealed: "I have been slightly late before, but never seriously late (just arriving exactly at the starting time). The reasons were traffic congestion or occasionally waking up late."

This finding is consistent with Sri Hartati's opinion in her journal entitled *Efforts to Improve Discipline in Arriving on Time at School Through Group Guidance Services for Grade 13 Students*, which states that arriving on time means being present at school according to the predetermined schedule without being late. This reflects students' or

teachers' discipline in complying with applicable time regulations, such as arriving before lessons begin.(Sri Hartat 2021)

c. Maintaining Cleanliness

This can be seen from the clean school environment. According to interviews with students, maintaining the cleanliness of the school environment aims for the benefit of everyone. A clean school environment creates a more comfortable learning atmosphere and supports a more effective learning process. Cleanliness also fosters a healthy environment, allowing students and teachers to avoid illness and remain focused on school activities.

Another interview with students emphasized that maintaining school cleanliness benefits not only oneself but also others. By keeping the environment clean, the school atmosphere becomes more comfortable, enabling the teaching and learning process to run effectively. A clean environment creates a healthy atmosphere and supports the concentration of both students and teachers. Therefore, maintaining school cleanliness is a shared responsibility for collective comfort and success.

The explanation above aligns with Ismail's opinion in his journal entitled Character Education in Environmental Awareness and Maintaining Cleanliness at School, which states that maintaining cleanliness at school is an effort to preserve the school environment so that it remains clean, healthy, and comfortable, thereby supporting the teaching and learning process. This includes actions such as disposing of trash properly, cleaning classrooms, maintaining school facilities, and ensuring personal hygiene. By maintaining cleanliness, the school becomes a safer and more pleasant place for all members of the school community.(Ismail 2021)

d. Maintaining School Facilities

This can be observed from the well-maintained condition of school facilities. Based on interviews with students, school facilities should not be scribbled on, including walls, desks, and chairs.

Students also stated that maintaining school facilities is the responsibility of every student. For example, desks and chairs should be kept clean and free from graffiti. This not only preserves their appearance but also extends their usability. In addition, the cleanliness of the school garden should be maintained by not littering. By keeping the school environment clean and well-maintained, the learning atmosphere becomes more comfortable and supportive of the teaching and learning process.

This explanation is consistent with Adeilla's opinion that maintaining facilities involves preserving, caring for, and properly using school infrastructure so that it remains clean, orderly, and functional.(Dyah Safitri 2020)

e. Participating in Routine School Activities

This can be observed from routine school activities such as the flag ceremony every Monday morning; religious activities from Tuesday to Friday, including reciting Asmaul Husna and praying together attended by all students; and Saturday morning group exercise sessions.

According to interviews with students, training oneself to participate in routine school activities is very important in forming positive habits. By becoming accustomed to following predetermined schedules and activities, students are better prepared to face higher levels of education. This habit helps them adapt to new environments without feeling awkward or experiencing difficulties. Moreover, consistency in participating in routine activities supports the development of discipline and responsibility, which will be beneficial in the future.

This finding is consistent with Sifaun Naziyah et al. in their journal entitled Implementation of Environmental Care Character Education in Elementary Schools,

which states that participating in routine school activities refers to students' involvement in various scheduled activities organized by the school to support learning, character development, and togetherness. Participating in routine activities also means students' regular involvement in activities carried out periodically according to the school schedule. (Naziyah et al. 2021)

f. Wearing School Uniforms

This can be observed from students wearing uniforms in accordance with school regulations: red and white uniforms on Monday and Tuesday, batik uniforms on Wednesday and Thursday, Muslim attire on Friday, and scout uniforms on Saturday. This demonstrates students' readiness to participate properly in the learning process. Wearing uniforms also serves as a symbol of school identity, helping to instill discipline and responsibility. According to interviews with students, maintaining neatness is very important because it reflects one's personality. When someone appears neat, others tend to perceive them as organized and positive. A neat appearance also reflects self-respect and respect for the environment, which helps build harmonious relationships with others.

This explanation aligns with the opinion of Oriza Sativa and Adriani in their journal entitled *A Study of Student School Uniforms at SMA Negeri 2 Ranah Pesisir District*, which states that a school uniform is clothing worn by students of a particular school or educational institution as a symbol or identity of the school. According to Trisnawan, a school uniform refers to clothing of the same style and color used for school activities. Wearing school uniforms is an obligation for students to wear official attire determined by the school according to applicable rules and schedules. Uniforms reflect students' identity as members of the school and demonstrate equality without distinguishing social status. (Sativa and Adriani 2023)

4. Conclusion

Based on the research findings, the implementation of school regulations at SDN 1 Sei Rukam 1 has been carried out effectively and supports the development of students' discipline character. The school regulations, which encompass various aspects such as punctuality, maintaining cleanliness, caring for school facilities, participating in routine activities, and wearing uniforms according to the rules, serve as essential guidelines in shaping positive habits. Students at this school demonstrate a high level of compliance with the regulations, as reflected in their punctual attendance, enthusiasm in participating in routine activities, and commitment to maintaining a clean and comfortable school environment. This is in line with the objective of discipline character education, which is to foster responsible, orderly individuals with strong self-awareness.

The implementation of school regulations at SDN 1 Sei Rukam 1 is also supported by the active role of teachers and the school principal in providing guidance, supervision, and evaluation. This indicates that synergy among all members of the school community is crucial to ensuring the successful development of discipline character.

The findings of this study provide practical benefits for students, teachers, and the school principal. Students develop disciplined habits that will serve as valuable preparation for higher levels of education. Teachers and the principal gain insights to further develop relevant school regulation programs and improve their effectiveness. Furthermore, this study may serve as a reference for future research related to character education through the implementation of school regulations.

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