

IMPLEMENTATION OF STUDENT MANAGEMENT TO IMPROVE LEARNING DISCIPLINE

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ABSTRACT

This study aims to analyze the implementation of student management in improving students' learning discipline at SD Negeri 2 Sinar Banten, Central Lampung, Indonesia. Learning discipline is an important component in elementary education because it supports students' academic achievement, responsibility, punctuality, and behavioral development in school environments. Student management is considered a strategic effort in regulating student activities systematically through planning, implementation, supervision, and evaluation processes. This research employed a qualitative approach with a case study design involving 36 participants consisting of the principal, homeroom teachers, subject teachers, students, and parents. Data were collected through participatory observation, semi-structured interviews, and documentation analysis, while data analysis used the interactive model of Miles, Huberman, and Saldana through data condensation, data display, and conclusion drawing. The findings revealed that student management was implemented through five integrated components, namely discipline program planning, consistent rule enforcement, educational reward and punishment systems, continuous monitoring and evaluation, and active parental involvement. The implementation significantly improved students' learning discipline as reflected in the reduction of student violations from 199 to 83 cases (58.3%), improvement in attendance rates from 84.4% to 91.4%, and

increased discipline assessment scores from 61.2% to 86.7%. The study concludes that collaborative and systematic student management contributes positively to strengthening learning discipline in rural elementary schools and provides practical implications for educational management development.

Keywords: Student Management, Learning Discipline, Elementary School

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INTRODUCTION

Elementary education has an essential role in shaping students' character, personality, attitudes, and academic foundations. One of the important character values that should be developed from an early age is learning discipline because discipline influences students' learning responsibility, punctuality, and compliance with school rules. Learning discipline also supports the effectiveness of classroom learning activities and creates conducive educational environments for both teachers and students. Schools that successfully cultivate learning discipline generally demonstrate better academic achievement, stronger character development, and more positive student behavior in social interactions (Setyaningrum et al., 2025; Utami et al., 2025).

Learning discipline in elementary schools is not merely related to obedience toward rules but also reflects students' awareness in organizing learning activities independently. Students with good learning discipline tend to complete assignments responsibly, attend school punctually, and demonstrate respect toward teachers and peers during classroom activities. Conversely, weak discipline often leads to disruptive behaviors such as tardiness, incomplete assignments, classroom disorder, and decreased academic performance. Therefore, strengthening learning discipline is considered one of the important indicators of successful educational management in elementary schools (Arisana & Ismani, 2023; Rahmi & Dafit, 2023; Rofiuddin & Darmawan, 2025; Zen, 2025).

Based on preliminary observations conducted at SD Negeri 2 Sinar Banten, Bekri District, Central Lampung Regency, several problems related to student learning discipline were identified. The observations revealed that an average of 8–12 students arrived late at school every day, several students failed to wear complete uniforms, and some students frequently left classrooms during lesson hours without permission. In addition, teachers reported delays in assignment submission and low student concentration during classroom instruction. Interviews with the principal also showed that approximately 15–20% of students committed disciplinary violations each month, indicating that student discipline management still required improvement (Maharani, 2026; Natasya, 2026).

Further observations indicated that the low level of student learning discipline was influenced by interconnected internal and external factors. Internal factors included inconsistent implementation of school rules, limited supervision from teachers, and lack of systematic discipline monitoring systems. External factors included minimal parental involvement in supervising children's learning activities at home, the influence of gadget use, and environmental conditions that did not fully support disciplined behavior. Teacher interviews revealed that 65% of teachers admitted that sanctions and disciplinary procedures were often applied inconsistently, while only 42% of parents regularly monitored students' homework activities (Putri, 2024; Wulandari et al., 2025).

Student management is one of the strategic approaches that can be implemented to improve learning discipline systematically. Student management refers to all educational management activities related to planning, organizing, supervising, developing, and evaluating students in school environments. Effective student management does not only regulate administrative aspects but also develops students' discipline, character, and social responsibility through integrated educational approaches. Schools that implement effective student management are generally more capable of creating orderly learning environments and improving student behavior positively (Tamam, 2024; Zen, 2025).

Several previous studies have examined the relationship between student management, classroom management, and student

discipline. Research conducted by Mboro et al. (2025) showed that effective student management significantly contributes to improving discipline and student character development in elementary schools. Amelia and Dafit (2025) found that teacher strategies such as role modeling, habituation, and structured rule implementation effectively strengthened students' disciplinary behavior. Khairunnisa et al. (2025) also emphasized that reward and punishment systems can improve discipline and learning motivation when implemented proportionally and consistently.

Other studies also demonstrated the importance of collaboration among school stakeholders in building discipline. Sakinah et al. (2025) found that habituation programs such as smiling, greeting, saluting, politeness, and courtesies effectively supported discipline formation in elementary schools. Yuliati and Sinaga (2025) concluded that extracurricular activities contributed positively toward attendance, punctuality, compliance, and responsibility. Umar and Lisan (2025) further explained that character education and learning discipline positively influenced students' learning outcomes and classroom concentration.

Although previous studies have contributed significantly to the development of educational discipline research, most studies focused on urban schools with relatively adequate facilities and resources. Limited studies specifically examined how integrated student management practices improve learning discipline in rural elementary school contexts where teacher availability, school facilities, and parental involvement may be more limited. Most previous studies also tended to focus only on classroom management or reward and punishment systems without comprehensively integrating planning, supervision, parental collaboration, and monitoring mechanisms. Therefore, there is still a research gap concerning holistic student management implementation in rural elementary schools.

The novelty of this study lies in its holistic approach integrating five important student management components simultaneously, namely planning, consistent rule enforcement, educational reward and punishment, continuous monitoring and evaluation, and active parental involvement. This research also specifically focuses on rural elementary school contexts in Central

Lampung, which have unique educational and social characteristics different from urban schools. Through this approach, the study provides a more comprehensive understanding of how student management contributes to improving learning discipline in schools with limited resources and diverse student backgrounds.

This study aims to describe and analyze the implementation of student management in improving learning discipline at SD Negeri 2 Sinar Banten. Specifically, this study aims to: (1) identify forms of student management implementation; (2) analyze the impact of student management on improving learning discipline; (3) identify supporting and inhibiting factors influencing implementation; and (4) formulate an effective student management model suitable for rural elementary school contexts.

METHOD

This study employed a qualitative research approach with a case study design to explore deeply the implementation of student management in improving learning discipline at SD Negeri 2 Sinar Banten. The qualitative approach was selected because it enables researchers to understand social phenomena naturally through direct interaction with participants and school environments. The case study design allowed comprehensive investigation of student management implementation within a bounded educational setting using multiple data sources. This approach was considered appropriate because the research focused on understanding processes, experiences, interactions, and meanings associated with discipline development in elementary schools (Meriani et al., 2025; Zen, 2025).

The research was conducted at SD Negeri 2 Sinar Banten, Bekri District, Central Lampung Regency, from August to December 2025. The school was selected purposively because it represents a rural elementary school context experiencing learning discipline problems among students. Preliminary observations showed several discipline-related issues such as tardiness, incomplete assignments, and low compliance with school regulations. In addition, the school had implemented several student management programs aimed at improving learning discipline, making it relevant for this study.

The participants of this study consisted of 36 informants selected using purposive sampling techniques. The participants included one principal, six homeroom teachers, four subject teachers, fifteen students with different discipline levels, and ten parents. Informants were selected based on their direct involvement in student management implementation and their understanding of school disciplinary practices. The variation of participants was intended to obtain diverse perspectives concerning discipline management and its impacts on students' learning behavior.

Data collection techniques consisted of participatory observation, semi-structured interviews, and documentation analysis. Participatory observation was conducted by directly observing daily school activities such as classroom learning, flag ceremonies, student attendance, and teacher supervision practices. Semi-structured interviews were conducted individually with participants for approximately 45–90 minutes to obtain detailed information about student management implementation, supporting factors, and disciplinary changes experienced by students. Documentation analysis involved examining school regulations, attendance books, violation records, meeting reports, discipline assessment sheets, and school policy documents.

The interview data were transcribed verbatim and analyzed through open coding, axial coding, and thematic categorization. Open coding was used to identify important concepts related to discipline implementation, while axial coding was used to connect categories and identify relationships among themes. Thematic categorization enabled researchers to classify findings into major themes such as rule enforcement, parental involvement, and reward systems. Coding processes were conducted manually to ensure deeper understanding and interpretation of qualitative data.

Data analysis followed the interactive model of Miles, Huberman, and Saldana, consisting of data condensation, data display, and conclusion drawing or verification. Data condensation involved selecting, simplifying, and organizing important information obtained from interviews, observations, and documentation. Data display was conducted through tables, narratives, and thematic descriptions to facilitate interpretation. Conclusion drawing involved identifying patterns, relationships, and

meanings emerging from the collected data and continuously verifying them during the research process.

To ensure research credibility and trustworthiness, several validation strategies were applied. Credibility was strengthened through triangulation of sources, techniques, and time. Member checking was conducted by confirming interview findings with participants to ensure data accuracy. Dependability and confirmability were improved through detailed documentation of research procedures and peer discussions with fellow researchers. Transferability was supported by providing rich and contextual descriptions of the school setting and research findings.

Research ethics were carefully considered throughout the study. The researcher obtained permission from the school principal before conducting data collection activities. Participants were informed about the objectives of the study, and informed consent was obtained before interviews and observations were conducted. Participant identities were anonymized to maintain confidentiality and privacy. The researcher also ensured that all collected data were used solely for academic purposes and stored securely.

RESULTS AND DISCUSSION

RESULT

The implementation of student management at SD Negeri 2 Sinar Banten was carried out systematically through five main components, namely planning discipline development programs, enforcing school rules consistently, implementing educational reward and punishment systems, conducting continuous monitoring and evaluation, and strengthening parental involvement. These components were implemented collaboratively by the principal, teachers, students, and parents to improve student learning discipline comprehensively. The implementation process also involved planning, execution, supervision, evaluation, and follow-up stages to ensure the sustainability of discipline improvement programs in the school environment. Through this integrated approach, the school attempted to create a more orderly, responsible, and conducive learning atmosphere for all students.

The first component was discipline program planning involving all school stakeholders. School management conducted

annual evaluations to identify discipline-related problems and formulate improvement strategies based on the school's needs and conditions. Teachers and homeroom teachers were actively involved in determining discipline targets, school rules, schedules, monitoring procedures, and student guidance programs. In addition, students were given opportunities to express opinions regarding school rules so that they felt involved, appreciated, and responsible for maintaining discipline within the school environment. This participatory planning process strengthened students' awareness and commitment toward implementing school regulations consistently.

The second component involved the consistent enforcement of school regulations using persuasive and educational approaches. The school implemented twenty-five written rules covering punctuality, attendance, dress code, classroom behavior, academic obligations, and the use of school facilities. Teachers emphasized educational guidance and positive discipline rather than authoritarian punishment to encourage students' awareness and self-control in maintaining discipline. Through continuous reminders, role modeling, and supportive communication, students gradually developed better responsibility toward their learning activities and school behavior.

One homeroom teacher explained:

“Students are now more punctual and more responsible in submitting assignments after the school implemented stricter monitoring and communication with parents.” (Homeroom Teacher, Grade V)

The third component was the implementation of educational reward and punishment systems. Rewards included verbal appreciation, discipline stars, certificates, and simple gifts for students demonstrating positive discipline. Punishments were educational and restorative, such as cleaning school environments, memorizing short verses, or writing reflections regarding disciplinary behavior. The school strictly prohibited physical or psychological punishment because it was considered ineffective and harmful to students' emotional development.

The fourth component involved systematic monitoring and evaluation. Teachers recorded attendance, violations, assignment

completion, and student behavioral changes using structured documentation systems. Monthly evaluation meetings were conducted to identify students experiencing repeated disciplinary problems and formulate intervention strategies. The principal stated:

“Before this program, many students ignored classroom rules, but now they are more disciplined because teachers consistently remind and guide them.” (Principal)

The fifth component involved strengthening parental involvement through school-family partnerships. Parents participated in regular meetings, monitored homework activities, communicated with teachers through WhatsApp groups, and supervised children’s discipline at home. Teachers believed that parental support significantly strengthened students’ responsibility and consistency in maintaining learning discipline.

Table 1 presents the comparison of student violations before and after student management implementation.

Table 1. Student Violation Data Before and After Implementation

No	Type of Violation	Before (Sem I)	After (Sem II)	Decrease (%)
1	Tardiness	45 cases	21 cases	53.3%
2	Not doing homework	38 cases	14 cases	63.2%
3	Leaving class during lesson	22 cases	8 cases	63.6%
4	Not bringing books	18 cases	9 cases	50.0%
5	Talking while teacher explains	28 cases	12 cases	57.1%
6	Incomplete uniform	16 cases	6 cases	62.5%
7	Playing during lesson	15 cases	6 cases	60.0%
8	Leaving school without permission	5 cases	2 cases	60.0%
9	Not attending flag ceremony	8 cases	3 cases	62.5%
10	Damaging school facilities	4 cases	2 cases	50.0%
Total		199 cases	83 cases	58.3%

Table 1 demonstrates that student violations decreased significantly after the implementation of integrated student management. Total violations decreased from 199 cases in Semester I to 83 cases in Semester II, representing a reduction of 58.3%. The

highest reductions occurred in “Leaving class during lesson” and “Not doing homework,” indicating that supervision systems and teacher guidance contributed positively to students’ responsibility and classroom discipline.

Table 2 presents student attendance rates before and after implementation.

Table 2. Student Attendance Rate Before and After Implementation

Month	Before (%)	After (%)	Increase (%)
July	84.5	-	-
August	82.3	-	-
September	83.7	-	-
October	85.1	-	-
November	84.9	-	-
December	86.2	-	-
January	-	89.4	+3.8
February	-	90.1	+5.2
March	-	91.2	+6.5
April	-	92.8	+7.8
May	-	93.5	+8.6

Table 2 shows attendance increased from an average of 84.4% in Semester I to 91.4% in Semester II, exceeding the ideal minimum standard of 90%.

Before implementation, the on-time assignment submission rate was only 67.2%. After implementation, it increased significantly due to clear deadline systems, reward points, and parental involvement.

Table 3. Student Learning Discipline Assessment by Teachers

Discipline Aspect	Before (%)	After (%)	Increase (%)
Punctual attendance	68	89	+21
Compliance with class rules	62	88	+26
Responsibility for assignments	58	86	+28
Independence in learning	55	82	+27
Orderliness during learning	64	90	+26
Respect for learning time	60	85	+25
Average	61.2	86.7	+25.5

Table 3 shows all aspects improved substantially, with the highest increase in "responsibility for assignments" (28%). Supporting factors include principal commitment, teacher

professionalism, student self-awareness, and support from the school committee and parents. External supporting factors include a conducive community environment with strong religious values. Inhibiting factors include inconsistent teacher enforcement, limited number of teachers (only 12 for 187 students), lack of facilities, low involvement of some parents (15-20%), and the influence of uncontrolled gadget access.

DISCUSSION

The implementation of student management at SD Negeri 2 Sinar Banten significantly contributed to improving student learning discipline. This finding aligns with research by Mboro et al. (2025) concluding that good student management functions contribute significantly to improving discipline and character formation. However, the difference is that in the context of SD Negeri 2 Sinar Banten, there is greater emphasis on parental involvement and optimizing the role of homeroom teachers (Faujiah, 2024; Tamam, 2024).

Planning that involves all stakeholders becomes the foundation for success. This finding reinforces research by A. P. Wulandari dkk. (2023) stating that schools need to create character education programs involving all parties, making school rules and class agreements, and involving parents and the school committee. Student involvement in providing input on rules increases their sense of ownership and compliance (Rahmi & Dafit, 2023; Setyaningrum dkk., 2025).

The persuasive-educational approach to enforcing school rules is more effective than authoritarian approaches. This finding aligns with research by Meisaroh dkk. (2025) on the shift from control to collaboration through positive discipline. This approach makes students more open to admitting mistakes and more motivated to improve behavior (Alhidri dkk., 2025; Utami dkk., 2025).

The reward and punishment system is effective in improving learning discipline. This finding reinforces research by Khairunnisa dkk. (2025) that appropriate reward and punishment can be an effective strategy. The most effective punishment is educational and

restorative, such as memorizing short verses or cleaning the school environment (Meriani dkk., 2025; Sakinah dkk., 2025).

The role of homeroom teachers is a determining factor for success. This finding aligns with research by Meriani dkk. (2025) analyzing the teacher's role in building student discipline. Homeroom teachers conduct daily routine activities such as checking attendance and neatness, providing brief reflections, and regular communication with parents (Anggraeni, 2025; Masidah, 2024).

Systematic and continuous monitoring and evaluation is an effective control mechanism. This finding reinforces research by Maharani (2026) on the need to utilize violation data to develop comprehensive and sustainable discipline improvement strategies. The use of simple spreadsheet technology enables faster and more accurate data processing (Firmansyah, 2025; Natasya, 2026).

Parental involvement significantly contributes to success. This finding aligns with research by Putri (2024) that supporting factors include active teacher involvement, parental support, and a conducive school environment. Students whose parents are actively involved have higher levels of learning discipline (Pratiwi dkk., 2024; Setianingsih & Rahmaliya, 2024).

There is a close relationship between improved learning discipline and improved student learning outcomes. Average final exam scores increased from 72.4 in Semester I to 78.6 in Semester II. This finding reinforces research by Umar & Lisan (2025) that learning discipline increases concentration, time management, and motivation, contributing significantly to optimal learning outcomes (Az-Zahra & Adi, 2025; Yuliati & Sinaga, 2025).

The identified supporting and inhibiting factors have important implications for future development. Supporting factors such as principal commitment, teacher professionalism, and parental support need to be strengthened. Inhibiting factors such as inconsistent teacher enforcement, limited facilities, and low parental involvement need to be addressed through training, creative use of available resources, and personal approaches (Rofuiddin & Darmawan, 2025; Zen, 2025).

This research provides theoretical contributions to the development of student management concepts in elementary

schools, especially in rural contexts. The implementation model emphasizes a holistic approach integrating five main components simultaneously. This model aligns with the integrated character education concept that places schools as centers of change by involving families and communities as strategic partners (Hariandi dkk., 2023; Sya'bani, 2025).

CONCLUSION

This study concludes that integrated student management significantly improves students' learning discipline at SD Negeri 2 Sinar Banten through systematic planning, consistent rule enforcement, educational reward and punishment, continuous monitoring and evaluation, and active parental involvement. The implementation successfully reduced student violations, improved attendance rates, strengthened responsibility toward assignments, and created more orderly classroom learning environments. The findings demonstrate that collaborative discipline management involving schools and families contributes positively to character development and learning effectiveness in rural elementary schools.

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