The Relationship between School Rules Implementation and Student Discipline Level

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Abstract

This study aims to explore the relationship between the implementation of school rules and the level of student discipline. Quantitative research methods use hypothesis testing with *Kendall's Tau analysis* and determination correlation analysis to measure the strength and significance of the relationship. The results of the hypothesis test show that the implementation of school rules has a strong and significant correlation with the level of student discipline at SMA Negeri 7 Yogyakarta. *Kendall's Tau analysis score* of 0.000, smaller than the significance level of 0.01, confirms that the relationship between school rule implementation and student discipline is significant. A closeness of 0.568 indicates that the relationship is not only significant, but also strong and positive. Regression analysis showed a correlation value (R) of 0.805, indicating a positive relationship between the implementation of school rules and student discipline. The coefficient of determination (*R Square*) of 0.648 indicates that 64.8% of the variation in student discipline can be explained by the implementation of school rules. Thus, it can be concluded that the better the implementation of school rules, the higher the level of student discipline at SMA Negeri 7 Yogyakarta. The school needs to continue to pay attention and improve the quality of the implementation of school rules to maintain and improve the level of student discipline. In addition, this research contributes in the context of fostering students character and morals. Strong implementation of school rules creates structure and order in the school environment, provides a moral foundation for students, and understands the values of discipline, responsibility, and care for rules.

Keywords: Implementation; School Rules; Discipline; Student

Introduction

Student discipline in Indonesia is considered increasingly necessary in line with the ongoing adolescent moral crisis. Juveniles involved in cases against the law reached alarming numbers. From kompas.com website, the Indonesian Child Protection Commission (KPAI) revealed that from January to August 2023, there were 2,355 cases of violations of child protection. Of these, 861 cases occurred within the scope of the Education unit. Data on complaints of Child Rights Fulfillment (PHA) cases regarding education, leisure time utilization and cultural activities amounted to 143 or around 1.2% (Vasudewa &; Setuningsih, 2023).

Education is recognized as a process that shapes human skills, obligations, and needs to achieve success (Parnawi, 2019). The goal is for everyone to be able to read, write and understand everything (Prameswara and Priambodo, 2019). Students as potential for the future of the nation need to be prepared to realize the ideals of the nation. As stated in the Preamble to the Constitution of the Republic of Indonesia in 1945. Therefore, the implementation of education must be supported by adequate policies, adequate resources, and active involvement of all elements of society.

Several experts have conducted studies on student discipline with the aim of understanding the factors that influence student discipline in educational environments. According to Rahmawati, (2020), order means a person's obedience in following rules or regulations because of an impulse that comes from outside himself, usually from other people or rules in the environment. While discipline as obedience and obedience that arises because of

awareness and encouragement from within the person. Alhogbi, (2017) explained that discipline is a way to shape a child's character and educate children to practice self-control and be bound to acceptable behavior in society. Self-discipline is built from the assimilation and incorporation of moral values to be internalized by the learner subject as the bases to direct his behavior.

The study of the relationship between the implementation of school rules and the level of student discipline makes an important contribution to the understanding of student discipline in the school environment. This research can summarize aspects of student discipline studied in previous studies, such as those proposed by Achmad Wawan and Nastiti Amalda and Lantip Diat Prasojo. In the context of the relationship between the implementation of school rules and the level of student discipline, findings from Wawan's research which includes the application of a point system to improve student order can provide inspiration (Wawan, 2019). The strategy of awarding points and their consequences may be adopted or adapted to the context of SMA Negeri 7 Yogyakarta.

Meanwhile, the results of Amalda and Prasojo's research that highlight the role of teacher motivation and discipline as well as student discipline on student achievement in high school / MA can provide a strong conceptual foundation (Amalda &; Prasojo, 2018). Effective implementation of school rules most likely involves the important role of teachers in motivating, enforcing discipline, and building student discipline.

By summarizing the findings of these studies, research on the relationship between the implementation of school rules and the level of student discipline at SMA Negeri 7 Yogyakarta can be enriched with the concept of awarding points as exemplified by Wawan, as well as considering the impact of teacher motivation and discipline on student discipline as expressed by Amalda and Prasojo. This approach can provide a more comprehensive insight into how to improve student discipline in the educational environment of SMA Negeri 7 Yogyakarta.

In the scope of education, school principals have a central role in achieving educational goals, with roles as managers, *administrators*, *supervisors*, leaders, and *motivators* (Mulyasa, 2021). The principal as the leader of a formal educational institution is responsible for the continuity of teaching and learning, as well as developing the potential that exists in the institution he leads (Haryadi &; Safinah, 2021). The role of teachers as facilitators of learning is also crucial, with guidance and counseling that has an understanding function and a preventive function (Suherman, 2015). The role of the School Committee is considered important to improve the quality of education (Haryadi &; Safinah, 2021). Education involves all elements to improve human quality. The quality of education needs to be ensured through reliable management. The process of structuring educational institutions must be carried out optimally, mobilizing potential resources to achieve educational goals effectively and efficiently (Triwiyanto, 2021).

In the context of student discipline, some experts have examined influencing factors, such as order, obedience, and assimilation of moral values. Student discipline at school is considered important to form character, develop self-control, and be bound to acceptable social behavior (Nurhasanah &; Khofia, 2019). The implementation of school rules is considered an important step in creating a safe and orderly learning environment (Putra, 2019). In addition, discipline is also a key factor in the smooth running of the educational process, producing skilled, proficient, and responsible students (Marzuki et al., 2021). Through discipline, students are expected to show positive behavior and achieve significant increases in learning achievement.

Research at SMA Negeri 7 Yogyakarta highlights the commitment to school rules and student discipline. Factors such as consistent application of rules, parental support, and a student's social environment can affect a student's level of discipline. This study was directed to understand variations in school policies, student support for rules, and *gender* differences in responses to school rules at SMA Negeri 7 Yogyakarta. This includes an analysis of the types of rules applied, consistency in enforcement of the rules, and their impact on student behavior. A review of parental support can also support the implementation of school rules and their impact on student discipline.

This research is expected to provide a more comprehensive understanding of the relationship between school rules and student discipline.

In addition, in the context of implementing school rules, it should be noted that previous research has observed undisciplined behavior, such as arriving late, truant, and wearing inappropriate uniforms (Kurniawan &; Agustang, 2022). This phenomenon shows that even though school rules exist, challenges in implementing student discipline are still the focus of attention. In an effort to improve student discipline, it is also necessary to pay attention to how schools provide sanctions and coaching to students who violate the rules. The balance between providing adequate punishment and providing constructive coaching can be the key to achieving effectiveness in the formation of student behavior (Yunita, 2020). In this context, special attention should be paid to the strategy of sanctioning and coaching students who violate the rules. The implementation of adequate sanctions is an important step to enforce school rules and provide appropriate consequences for violations. However, it is also important to ensure that the sanctions given are proportionate and not discriminatory.

Furthermore, this research can involve a more in-depth analysis related to how communication patterns between schools, principals, teachers, and School Committees in dealing with cases of student discipline violations. Effective and transparent communication can help create mutual understanding and support in maintaining student discipline. The importance of effective and transparent communication can not only facilitate mutual understanding but can also create support in maintaining student discipline. This research can also explore students' views and experiences regarding school rules and discipline. How students perceive school rules, the extent to which they feel involved in policymaking, and whether they feel that the rules are relevant to the realities of their lives, can provide valuable insights.

SMA Negeri 7 Yogyakarta as the subject of research has a clear and structured policy related to school rules. This research will deepen understanding of the implementation of school rule policies at SMA Negeri 7 Yogyakarta, as well as explore student support for the rules and potential differences in responses based on *gender*. These factors will be analyzed in the context of the relationship between the implementation of school rules and the level of student discipline at SMA Negeri 7 Yogyakarta. It is hoped that the results of this study can provide deeper insight into the complexity of the dynamics between school rules and student discipline in this specific educational environment and is expected to provide guidance for policy improvement, more effective implementation of rules, and better development of educational strategies in SMA Negeri 7 Yogyakarta.

Method

This research is a type of descriptive quantitative research that describes data based on the results obtained from the answers of research respondents on each variable measurement indicator (Arikunto, 2010). Through a quantitative approach, this study will collect data systematically and objectively from respondents to then be analyzed statistically using the SPSS program version 23. The analysis will focus on the relationship between the implementation of school rules and the level of student discipline. In this study, there are two main variables, namely the variable of school rule implementation (X) and the variable of student discipline (Y). The purpose of this study was to determine the relationship between the implementation of school rules and the level of discipline of students of SMA Negeri 7 Yogyakarta.

The population of this study is grade XII students of SMA Negeri 7 Yogyakarta, consisting of 117 male students and 170 female students, with a total of 287 students (Dapodik, 2023). The sample of this study amounted to 158 grade XII students of SMA Negeri 7 Yogyakarta with *stratified random sampling* technique, which is a sampling method in research that involves dividing the population into subgroups called strata. In this study, *stratified random sampling* is based on gender. The research data obtained are primary data using research instruments and Likert scales

in the form of questionnaires, variables of school rule implementation, and student discipline variables.

This instrument is prepared based on 5 variable indicators of school rule implementation (X), namely (a) Conformity of rules with the reality of student life, (b) Openness to rule revision, (c) Application of penalties or sanctions, (d) Consultation related to school rules, (e) Respect for rule compliance. While the variable instruments of student discipline (Y) are (a) Parental involvement in building discipline, (b) Student perceptions related to the consequences of violating rules, (c) Student attendance, (d) Social support for discipline, (e) Impact of student discipline. This instrument also uses a Likert scale consisting of five answer choices, namely (a) Strongly agree, (b) Agree, (c) Neutral, (d) Disagree, (e) Strongly disagree.

Validity and reliability tests are used to determine the validity and efficacy of questionnaires. Reliability tests using *Cronbach's alpha* reliability test. Descriptive analysis to find out *the score mean,* minimum and maximum values and standard deviation. Hypothesis testing using *Kendall's Tau analysis* and determination correlation analysis will provide an idea of how well student discipline variability (dependent variable, Y) can be explained by the implementation of school rules (independent variable, X) in the statistical model used. The following is presented the research framework.

Figure 1.
Research Framework
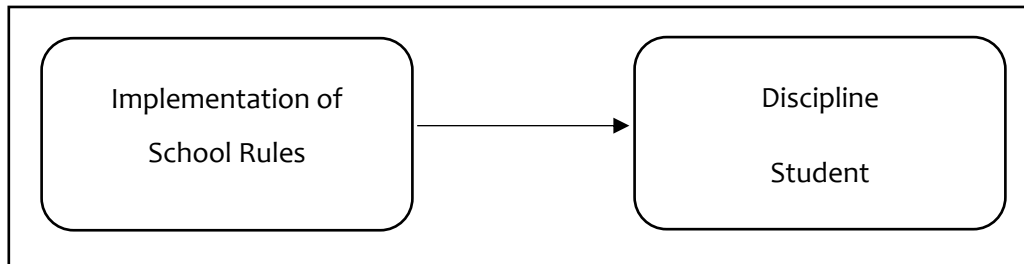
Based on the theoretical foundation and frame of mind above, the hypotheses used in this study are as follows.

Ha : There is a relationship between the implementation of school rules and the level of discipline of students of SMA Negeri 7 Yogyakarta

Ho : There is no relationship between the implementation of school rules and the level of discipline of students of SMA Negeri 7 Yogyakarta

Results and Discussion
Research Instrument Trial Results
Validity Test

Validity testing is carried out by calculating the correlation between the score of the instrument item and the total score. The value of the correlation coefficient between the score of each item and the total score is calculated by *corrected item-total correlation analysis,* a research instrument is said to be valid if it meets the following criteria.

1.   If *r* counts > r table, it is declared valid.
2.   If *r* counts < r table, it is declared invalid.
3.   For n = 40 obtained the r value of the table at the level of 5% of 0.312.

Table 1.
Data Validity Trial Results

Variable	Item	r counts	r table	Information
X	1	0,615	0,312	Valid
	2	0,489	0,312	Valid
	3	0,750	0,312	Valid
	4	0,722	0,312	Valid
	5	0,507	0,312	Valid
	6	0,495	0,312	Valid
	7	0,769	0,312	Valid
	8	0,847	0,312	Valid
	9	0,788	0,312	Valid
	10	0,627	0,312	Valid
	11	0,788	0,312	Valid
	12	0,786	0,312	Valid
	13	0,769	0,312	Valid
	14	0,628	0,312	Valid
	15	0,790	0,312	Valid
Y	1	0,908	0,312	Valid
	2	0,676	0,312	Valid
	3	0,870	0,312	Valid
	4	0,685	0,312	Valid
	5	0,612	0,312	Valid
	6	0,635	0,312	Valid
	7	0,765	0,312	Valid
	8	0,916	0,312	Valid
	9	0,883	0,312	Valid
	10	0,647	0,312	Valid
	11	0,667	0,312	Valid
	12	0,866	0,312	Valid
	13	0,877	0,312	Valid
	14	0,840	0,312	Valid
	15	0,854	0,312	Valid

Source: SPSS 23 processed data

Table 1 shows that the *r* value of all variables is greater than the r value of the table. Thus the indicator or questionnaire used is declared valid to be used as a variable measuring instrument.

Reliability Test

A questionnaire is said to be reliable or reliable if a person's answers to questions are consistent or stable over time. If it gets closer to 1.00 indicates the higher the internal consistency of reliability.

Table 2.
Reliability Test Results

Variable	*Cornbach's Alpha*	Information
Implementation of school rules (X)	0,920	Reliable
Student discipline (Y)	0,954	Reliable

Source: SPSS 23 processed data

The results of *Cronbach's Alpha* in pre-research primary data processing showed a reliability coefficient with a number close to 1.00 so that it can be concluded that this trial questionnaire instrument has very high reliability.

Analysis Requirements Testing
Descriptive Analysis

Research data that has been collected can be presented or explained in the form of statistical descriptive analysis. Descriptive analysis is used to describe data based on the results obtained from the answers of research respondents on each variable measurement indicator. Data processing in the form of descriptive analysis is used for the presentation of data results in presenting data that is organized, concise, easy to read and easy to understand.

Table 3.
Results of Statistical Descriptive Analysis
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
X	158	24	74	57.80	8.057
Y	158	26	75	61.23	8.934
Valid N (listwise)	158				

Source: SPSS 23 processed data

Based on the results of the descriptive test above, it can be described that the distribution of data obtained is as follows.

1. The variable of school rule implementation (X) can be seen that the minimum value is 24 and the maximum value is 74. For the mean is the average of variable X of 57.80 and the standard deviation of variable X data is 8.057.
2. The student discipline variable (Y) from the data can be described that the minimum score is 26. Then for a maximum of 75. The mean value of the variable Y is 61.23 and the standard deviation is 8.934.

Gender Description

Respondents who had filled out questionnaires from research data were divided into two genders, namely women and men.

Table 4.
Description of *Respondent* 's Gender Data Filling Questionnaire
Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Laki-Laki	79	50.0	50.0	50.0
	Perempuan	79	50.0	50.0	100.0
	Total	158	100.0	100.0	

Source: SPSS 23 Processed Data

The results shown in table 4 are the frequency of filling out questionnaires conducted by men as many as 79 students, then for filling questionnaires with female *gender* has respondents as many as 79 students. The total number of respondents to this study was 158 students. In table 4 if read in terms of percent male and female, which is 50% each.

Hypothesis Testing

In hypothesis testing, researchers use *Kendall's Tau* analysis technique, which is one of the statistical methods used to measure the extent to which there is a relationship or correlation between two ordinal variables. Ordinal variables are variables that have levels or categories that can be sorted, but the distance between categories is unknown or meaningless. *Kendall's Tau*

analysis counts how often pairs of observations consistently sequence, meaning the extent to which changes in one variable are related to changes in the other.

Kendall's Tau *scores* can range between -1 and 1, where positive values indicate a positive correlation (as the value increases in one variable, the value of another variable also tends to increase) and negative values indicate a negative correlation (as the value increases in one variable, the value of the other variable tends to decrease).

Table 5.
Hypothesis Testing Using *Kendall's Tau*
Correlations

			Implementation of school rules	Student discipline
Kendall's tau_b	Implementation of school rules	Correlation Coefficient	1.000	.568**
		Sig. (2-tailed)	.	.000
		N	158	158
	Student discipline	Correlation Coefficient	.568**	1.000
		Sig. (2-tailed)	.000	.
		N	158	158

**. Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS 23 Processed Data

In table 5, there are conclusions from *Kendall's Tau* analysis which are as follows.

1. The relationship between variables based on the significance value (sig.) is the significance value between the variables of school rule implementation and student discipline is 0.000 < 0.01, it can be concluded that there is a significant relationship between the variable of school rule implementation and student discipline.

2. The closeness of the relationship between variables. It is known that the value *of the correlation coefficient* between the variables of school rule implementation and student discipline is 0.568. So based on table 6, it can be concluded that the relationship between the variables of school rule implementation and student discipline is "strong".

3. The direction of the relationship between variables. It is known that *the correlation coefficient* between the variables of school rule implementation and student discipline is 0.568. So it can be concluded that there is a "positive" relationship between the variable of school rule implementation and student discipline.

Correlation Analysis of Determination

Table 6.
Correlation Analysis of Determination
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.805ᵃ	.648	.645	5.321

a. Predictors: (Constant), Implementation of school rules

Source: SPSS 23 Processed Data

Table 7 shows that *predictors* or can be called independent variables are variable X (implementation of school rules). The magnitude of the correlation / relationship value (R) in the table is 0.805. From table 43 also obtained the coefficient of determination (*R Square*) of 0.648. This can be interpreted that this model has a strong positive correlation between the implementation of school rules and student discipline variables. With a score of 64.8%, this result indicates that most of the variation in the level of student discipline can be explained by the

implementation of school rules at SMA Negeri 7 Yogyakarta, while the rest (35.2%) is influenced by other variables outside this study.

The results of this study show that the implementation of school rules has a significant positive correlation with the level of discipline of SMA Negeri 7 Yogyakarta students. With a strong correlation coefficient value, this finding indicates that the better the implementation of school rules, the higher the level of student discipline. The determination analysis also provides an understanding that about 64.8% of variation in student discipline can be explained by the implementation of school rules. The practical implications of this research include efforts to improve the implementation of school rules, including the development of clearer guidelines and the involvement of students in the rule-making process. In addition, these results can be the basis for designing better intervention programs to improve student discipline at the school level. Theoretically, these findings support the concept of sociology of education that affirms the role of schools in shaping student behavior, and highlights the importance of considering school context in the analysis of student behavior. Although this study made a significant contribution, limitations in sample size need to be acknowledged, and future research can broaden the scope and involve a wider variety of school contexts.

Conclusion

The results of the hypothesis test show that the implementation of school rules has a strong and significant correlation with the level of student discipline at SMA Negeri 7 Yogyakarta. A relationship closeness of 0.568 indicates that the relationship is not only significant, but also strong and positive. In addition, the results of regression analysis showed a correlation value (R) of 0.805 which indicates a positive relationship between the implementation of school rules and student discipline. *Kendall's Tau analysis value* of 0.000, which is smaller than the significance level of 0.01, confirms that the relationship between school rule implementation and student discipline is significant.

This illustrates that the better the implementation of school rules, the higher the level of student discipline. Support for this study is reinforced by the coefficient of determination *(R Square)* of 0.648 which can be interpreted in percentage terms that as much as 64.8% variation in student discipline levels can be explained by the implementation of school rules. The remaining 35.2% were influenced by other factors not addressed in the study.

Thus, it can be concluded that the implementation of school rules plays an important role in shaping the level of student discipline at SMA Negeri 7 Yogyakarta. Therefore, the school needs to continue to pay attention and improve the quality of school rule implementation as an effort to maintain and improve the level of student discipline. This research also provides a basis for schools to design policies and programs that support the implementation of school rules to create a more conducive learning environment and support optimal student development. Thus, joint efforts from the school, teachers, parents, and students can be directed to create a positive and effective educational environment to shape the character of quality students.

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