

Principal's Strategy in Improving Student Discipline at Senior High School 1 Jayapura

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Abstract: This study examines the principal's strategy in improving student discipline at SMA Negeri 1 Jayapura, with the aim of understanding the implementation of discipline strategies and the supporting and inhibiting factors that exist. The method used is qualitative research with a descriptive design, which collects data through observation, interviews, and documentation. The subjects of the study consisted of principals and teachers at SMA Negeri 1 Jayapura. The results of the study indicate that the principal's strategy in improving discipline includes several important steps. First, the implementation of clear and integrated rules in the annual program. The principal uses the Student Rules of Conduct Book (TATIBSI) as a guide for school activities that have been recorded and standardized. TATIBSI provides direction regarding school regulations and ensures that each student understands and obeys the rules clearly. The principal provides exemplary examples, especially in terms of neatness of dress and punctuality, which are expected to be role models for students. Second, the regulations are emphasized by dividing the categories of violations from minor to serious. This division helps students understand the level of violation and its consequences better. Third, collaboration between the principal, teachers, and parents in monitoring student discipline is also an important part of this strategy. With good communication between the school and parents, student discipline can be monitored more effectively, both inside and outside the school. Fourth, the principal also applies the "5 S" culture (smile, greet, say hello, be polite, be polite) to create an environment that supports and supports the development of student discipline. This culture helps create a friendly, appreciative, and respectful atmosphere, which contributes to the creation of discipline in everyday life at school. With these strategies, the principal strives to create a more disciplined and productive environment for students.

Keywords: Discipline, principal strategy, SMA Negeri 1 Jayapura.

Human resources are not only derived from intellectual intelligence, but also from strong character that encompasses all aspects of daily life. The school principal, as a leader with a strong sense of responsibility, is a key figure who influences the success of the school (Watkins & Lowery, 2023). They not only dedicate themselves to the government and society at large but also to the school committee, students, teachers, and staff, in order to create a quality educational environment. Drake et al., (2023) explain that the school principal plays a very important role in improving student performance. Gomis et al., (2024) explain that the goal of discipline in schools is to provide a safe and

comfortable environment for children while facilitating the learning process. Every school faces challenges and obstacles that require the principal's strategy to address existing issues, both to improve and develop existing regulations to achieve the educational goals that have been set (Setiyatna et al., 2024).

In many previous studies, the role of the school principal in enhancing learning motivation and creating an environment that supports effective learning has been widely discussed (Even & BenDavid-Hadar (2025), (Drake et al., 2023; Golann & Jones, 2024). However, although these various studies highlight the importance of school leadership in shaping a productive learning environment, there is still a gap in understanding how the latent processes underlying the interaction between the principal and students can influence student discipline in education.

While some studies, such as those conducted by Hompashe (2024), Mythili (2024) dan Taylor et al., (2023), emphasize the importance of interdisciplinary collaboration and the use of advanced qualitative analysis to explore the complexities of school governance and leadership, further research is still needed to delve deeply into how the interdependence between these factors can shape more effective leadership practices. The existing research gap includes a deeper understanding of how functional interactions in an educational context can contribute to enhancing the quality of school leadership in supporting the discipline of the teaching and learning process and achieving better educational outcomes.

Senior High School (SMA Negeri I Jayapura), as an educational institution responsible for shaping the character of discipline and the quality of students, faces many challenges in managing the discipline of its 1,500 students. Through initial observations in March 2024, while conducting an internship at SMA Negeri 1 Jayapura, the researcher found the following facts: 1) many students were still late for the first class, 2) students' attire and hair were not in accordance with school regulations, and 3) often, at the end of the 6th and 7th lessons, classrooms started to empty. These facts gave the researcher a different perspective to understand how the principal's strategy in improving student discipline at SMA Negeri 1 Jayapura, in the city of Jayapura, works. This aligns with the view that the leadership of the school principal must be able to develop various strategies to improve student discipline: 1) Leading by example, 2) Implementing reward and punishment, 3) Making clear rules, 4) Monitoring the implementation of regulations, particularly through visits to training places, 5) Involving students in rule-making, 6) Building effective communication with students and parents, 7) Creating a conducive school environment, and 8) Conducting continuous evaluation and improvements. Based on the background above, the researcher is interested in conducting further research on the "Principal's Strategy in Disciplining Students at SMA Negeri 1 Jayapura, Jayapura City." This research aims to help the school design more appropriate and contextual strategies for effectively and efficiently improving student discipline. Therefore, without a discipline value, the school becomes a breeding

ground for various inevitable conflicts. Schools must strive to improve students' morals by promoting moral teaching for children.

METHOD

In this study, the main subjects are individuals who have a direct role in the implementation of discipline management at SMA Negeri 1 Jayapura. The research subjects consist of the School Principal, the Vice Principal for Student Affairs, the Guidance and Counseling Teacher, the Civics Education Teacher, and four students from various grade levels, namely grade XII 1 and IX 8. They were asked to provide information regarding the strategies applied, policy implementation, challenges faced, and the impact felt in the process of disciplining students at the school.

The research instruments used in this study are in-depth interviews, document studies, participant observation, as well as audio recording devices and cameras for documentation purposes. The variables studied include the principal's strategy in disciplining students, strategy implementation, collaboration among stakeholders, challenges and obstacles, as well as the impact on the school climate and learning culture. Each variable is elaborated on with more detailed indicators, such as types of strategies (preventive, repressive, restitutive), implementation mechanisms, and the identification of obstacles encountered during the implementation of discipline policies.

The data collection procedure begins with descriptive research, aimed at providing a detailed description of the strategies implemented by the principal in disciplining students, as well as the impact of these policies. The research approach used is qualitative, aiming to gain an in-depth understanding of how the principal formulates and implements disciplinary strategies. According to McQuillan et al (2025), this type of descriptive research is very suitable for describing various elements related to the implementation of discipline management in schools. The data analysis in this study uses qualitative analysis techniques, with steps of data collection, reduction, and deep interpretation. The results of this analysis will provide a comprehensive picture of the effectiveness of the principal's strategy in improving student discipline, as well as the challenges faced in implementing discipline policies at SMA Negeri 1 Jayapura.

RESULTS AND DISCUSSION

RESULTS

At SMA Negeri 1 Jayapura, the principal applies various strategies to improve student discipline that are integrated with the school's vision and mission, and are tailored to meet the needs and challenges in the field. One of the main strategies implemented is using exemplary behavior as the cornerstone in building discipline. The principal expects teachers to serve as role models for students, especially in terms of dressing neatly and daily behavior. As a guide, the Student Code of Conduct (TATIBSI) book is used to provide clear directions about the rules and norms that must be followed by

students. To support the effective implementation of discipline, collaboration between class teachers, guidance counselors, and the student affairs department is also optimized to continuously monitor student discipline. However, despite the efforts to build a culture of discipline, challenges such as student tardiness still remain an issue that needs more attention. To address this, character building is carried out through various activities, such as flag ceremonies, which serve as an opportunity to emphasize the values of discipline. In addition, socialization of rules and values of discipline is also intensively conducted during the School Environment Introduction Period (MPLS) to provide students with a deeper understanding at the beginning of the school year.

The results of observations and interviews show that another strategy applied by the principal is the establishment of clear and firm rules to improve discipline. These rules are organized in a systematic manner, with clear categories of violations, namely serious violations (group A), moderate violations (group B), and minor violations (group C). Each violation category is accompanied by appropriate sanctions, ranging from creating a statement letter to returning the student to their parents, so that each violation can be addressed proportionally. Socialization of these rules is carried out routinely, both to students and parents, to ensure that all parties understand and comply with the existing rules. Periodic evaluations of the effectiveness of the rules are also conducted to assess how well the rules are accepted and applied in the school environment. This aims to create a safe, comfortable, and productive learning environment for all students.

In supporting the success of this discipline strategy, the principal also emphasizes the importance of building effective communication between the school and parents. The principal understands that parental involvement is crucial in monitoring and reinforcing student discipline at home. Therefore, discipline monitoring is conducted systematically, with class teachers handling minor violations, while guidance counselors address more serious and complex issues. If there are serious violations, a letter will be sent to the student's parents to invite them to resolve the issue. Open communication between the school and parents is expected to create a clear and coordinated discipline system, so that students can receive consistent guidance both at school and at home. Active parental involvement in the education process and in shaping students' character is also a highly influential factor in the success of the discipline strategy being applied.

The principal of SMA Negeri 1 Jayapura stated that they strive to create a conducive school environment to support disciplined and orderly learning processes. One of the ways this is done is by implementing the "5 S" culture (smile, greet, salute, polite, courteous), which aims to create a friendly and harmonious atmosphere within the school. This culture is not only practiced by students but also by all school members, including teachers and staff. Additionally, socialization conducted at the beginning of the school year and during MPLS also emphasizes the importance of discipline as part of student character formation. The principal also encourages parents to be more involved in their children's education by holding regular meetings to discuss students' disciplinary progress. To

strengthen the collaboration between the school and the community, the principal cooperates with external parties such as educational institutions, the police, and other relevant agencies. Good coordination between the principal, teachers, staff, parents, and external parties is expected to create an environment that supports discipline and positively impacts the development of students' character as a



whole. The principal's strategy at SMA Negeri 1 Jayapura to improve student discipline involves a comprehensive approach, including role modeling, clear rules, effective communication, and the creation of a conducive environment. The success of this strategy depends heavily on close cooperation between all parties involved, both within the school and with parents, to establish sustainable discipline.

Figure 1: Documentation of the Interview with the Principal of SMA Negeri 1 Jayapura

DISCUSSION

Based on the research results presented, there are three main aspects of the school principal's strategy in improving student discipline that will be discussed in detail: the Exemplary Role of the Principal and Teachers, the Formulation of Clear and Firm Rules, and Effective Collaboration with Parents and a Conducive School Environment.

Exemplary Role of the Principal and Teachers

The school principal plays a very important role in providing a good example for the students, especially in terms of discipline. As the leader of the school, the principal not only sets policies and rules but must also be a role model who inspires students to follow disciplined behavior. The example set by the teachers, such as neatness in dressing, punctuality, and always showing responsibility, serves as a model for students to follow. By being good examples, the principal and teachers instill important discipline values that are essential in students' daily lives.

The importance of this exemplification aligns with the findings of Rubiyantoro & Bush (2024), who also emphasize that the exemplary behavior of teachers and principals in enforcing discipline is a key element in shaping student behavior. When students see that their educators and leaders are consistent in applying rules and demonstrating discipline, they are likely to mimic this behavior (Talib et al., 2025). Despite challenges in maintaining consistency in rule enforcement, the efforts of the

principal and teachers in setting a good example remain a critical factor in shaping student character and discipline.

It is important to involve parents in supporting the character development of students, both inside and outside of school (Richard & Cosner, 2024). Parents play a significant role in reinforcing the values instilled at school. With good communication between the school and parents, the discipline taught at school can continue and be strengthened at home (Hamami et al., 2021). Parental support, such as supervising students' activities outside of school, providing clear guidance on the importance of discipline, and serving as role models for their children, will strengthen the development of students' character and discipline.

With solid cooperation between the principal, teachers, and parents, it is hoped that students will develop into individuals who are not only disciplined but also possess good character, can appreciate time, and take responsibility for their actions. Discipline built on a strong foundation of exemplary behavior will create a more productive, harmonious environment and support the overall development of students.

Formulation of Clear and Firm Rules

The formulation of clear and firm rules, as reflected in the Student Code of Conduct (TATIBSI), plays an important role in creating discipline in schools. Niesche (2024) states that with structured rules, students can easily understand what is expected of them in their daily lives at school. The categorization of violations into different groups, such as serious, moderate, and minor violations, provides a clear picture of what actions are acceptable and what are not (Effendi & Sahertian, 2022). This not only helps in enforcing discipline but also minimizes confusion for students about the consequences of each violation committed.

Socialization carried out regularly with students, teachers, and parents ensures that all parties involved in the school understand the existing rules (Adi et al., 2024). The principal plays an active role in conveying the importance of discipline and the methods to achieve it. This socialization does not only occur at certain times but becomes part of the school culture that is continually introduced and understood.

Periodic evaluations conducted by the principal show seriousness in maintaining the effectiveness of the existing rules. These evaluations allow the principal and the team to determine whether the rules being applied are functioning well or if adjustments are necessary (Mirzaei, 2021; Pollock et al., 2023). It is hoped that the school can ensure that discipline is not merely about rules but becomes part of the daily habits that are accepted and practiced by all members of the school.

Challenges in consistently applying rules remain, as external factors such as time constraints, lack of awareness from some students, or challenges from external environments may influence discipline (Li et al., 2023). With shared awareness between the school, students, and parents, and firm

rule enforcement, these challenges can be faced. By giving rewards to students who demonstrate good discipline and providing a deeper approach to students who violate the rules, the school can create a more supportive environment in developing students' character (Xie et al., 2022).

The strategy used to improve discipline through the formulation of clear rules, effective socialization, and ongoing evaluation is a crucial step. With commitment from all parties involved, including the principal, teachers, parents, and students, discipline can become a strong culture in the school that supports character development and students' academic success.

Effective Collaboration with Parents

Good collaboration between the school and parents is indeed a key factor in creating a clear and effective discipline system. Effective communication between the principal, teachers, and parents is crucial, especially when handling more serious disciplinary issues (Mayger & Provinzano, 2022). Parental involvement not only plays a role in supporting the discipline policies applied by the school, but also in monitoring and guiding students at home to ensure that the discipline values taught at school are consistently practiced in daily life.

Research by Lin & Jou (2024) shows that parents who are actively involved in monitoring their children's behavior and discipline at home have a significant impact on the effectiveness of the school's discipline system. When parents provide adequate attention and supervision, and discuss school rules with their children, students are more likely to respect and follow these rules better. This creates alignment between the discipline applied at school and at home, forming stronger discipline habits in students.

When communication between the school and parents is not well-established, it will be difficult to handle disciplinary issues efficiently (Benoit, 2024; Clara et al., 2022). If parents do not receive clear information about their children's disciplinary violations or are not given the opportunity to participate in discussions about corrective actions, they may not be able to provide the necessary support at home. Without cohesive support between the school and home, students may feel that school rules are inconsistent or less important, which can reduce the effectiveness of discipline enforcement (Slamet et al., 2024). It is essential for schools to maintain open communication channels with parents through various means, such as parent meetings, notification letters, or communication apps that parents can access regularly. Principals and teachers also need to listen to parents' feedback regarding their children's behavior at home and work together to find the best solutions to address disciplinary issues (Herman et al., 2023). With good communication, parents will find it easier to understand and support the discipline policies applied at school, while schools can be more effective in handling students' disciplinary problems (Fagell, 2024; Pebriantika et al., 2020). This close collaboration can create a more conducive environment for student character development and ensure that discipline is not only a school obligation but also a value that is thoroughly applied in their lives.

Conducive School Environment

Creating a conducive environment through the "5 S" culture (Smile, Greet, Salute, Polite, and Courteous) and the exemplary behavior shown by the principal is a highly effective strategy in fostering discipline among students. The "5 S" culture not only focuses on ethics and politeness in interactions but also serves as the foundation for building mutual respect between students, teachers, and all members of the school. When students feel a friendly and respectful atmosphere, they are more likely to follow the rules and behave with discipline.

The principal's role in exemplifying this culture is crucial. As the authority figure at the school, the principal must set a tangible example in applying discipline values, whether in attitude, appearance, or daily actions (Geesa et al., 2022). When the principal demonstrates high discipline, students are more likely to imitate and follow this behavior, which ultimately shapes a disciplined mindset and habit within the students themselves (Nadav et al., 2023).

An approach that emphasizes communication and socialization with all parties also greatly strengthens the school's discipline system. Regular socialization of school rules to students, teachers, parents, and external parties is important to ensure that everyone shares the same understanding of the goals and implementation of discipline (Service & Thornton, 2021). Open communication enables constructive dialogue to address any disciplinary issues that may arise. Furthermore, involving external parties, such as the police, in character-building programs or socialization activities can have a significant impact. The presence of external parties provides a broader perspective on the importance of discipline, as well as a sense of security, supporting the creation of an environment free from external threats or disturbances that could disrupt the learning process.

Active student involvement in character-building processes from the start of the school year is also an effective strategy for creating a disciplined and conducive learning environment (Alsarayreh et al., 2024; Deslandes & Maksud, 2020; Kulophas & Hallinger, 2020; Pollock, 2022). Character building that begins early not only focuses on discipline but also on developing positive values such as responsibility, integrity, and cooperation (Doley, 2024). When students are directly involved in character-building activities, they feel more responsible for their own development, which motivates them to maintain discipline. For example, through activities such as character development classes, leadership training, or involvement in school organizations, students can learn to be responsible for their actions and understand the importance of discipline in achieving their personal and academic goals.

Strategies that prioritize the "5 S" culture, the principal's role modeling, effective communication between all parties, and active student involvement in character-building create an environment that supports discipline. When all these elements work well, the school becomes a more conducive place to learn, where students can grow into disciplined, responsible individuals with strong character.

CONCLUSION AND SUGGESTION

CONCLUSION

Based on the research results that have been discussed, it can be concluded that the strategy of the principal at SMA Negeri 1 Jayapura in improving student discipline involves several supporting approaches. First, the principal emphasizes the importance of role modeling in discipline through the implementation of the Student Code of Conduct (TATIBSI), which serves as a guide for maintaining discipline in the school. The principal also emphasizes that teachers should be role models in discipline, particularly in terms of appearance and attitude. Collaboration between the principal, teachers, class supervisors, counseling, and student affairs is also crucial in creating a positive discipline culture. The class supervisors serve as initial monitors, while more serious issues are handled by the counseling teacher and the student affairs department. Second, clear and firm discipline rules have been established in the TATIBSI, categorizing violations into three groups: serious, moderate, and minor violations. These rules are socialized regularly to students and parents to ensure that all parties understand and support the discipline policies being implemented. Evaluations of the effectiveness of these rules are conducted periodically to ensure that the discipline policy is functioning well. Third, collaboration between the school and parents is very important in improving student discipline. Good communication between the principal, teachers, and parents will create a conducive environment for the development of student discipline. Fourth, the principal also creates a conducive environment through the application of the "5 S" culture (smile, greet, salute, polite, courteous), which helps foster closer relationships and better communication between students and teachers, as well as strengthen the relationship between the school and parents.

SUGGESTION

Based on the findings and conclusions from this study, several recommendations can be made to improve the discipline strategy at SMA Negeri 1 Jayapura. First, it is recommended that the school intensify the socialization of the Student Code of Conduct (TATIBSI) to students and parents. This aims to ensure that the rules and sanctions are better understood by all parties, allowing discipline to be applied consistently. Second, there should be regular documentation of disciplinary violations so that the school can evaluate the existing policies and adjust the discipline strategies to be more effective based on developments. Third, communication with parents should be strengthened through regular meetings and the use of information technology that can help parents be more actively involved in monitoring their children's discipline and progress. Fourth, it is recommended that the school organize periodic training for teachers and staff on classroom management techniques and handling student behavior, so they can be more effective in fulfilling their roles as educators and role models. This will help create a more disciplined and conducive atmosphere at the school. For future researchers, it is suggested to continue this study with a more in-depth and broader approach, such as using a longitudinal study that can observe the long-term impact of implementing discipline strategies on student behavior.

changes over time. Researchers can also conduct in-depth interviews or focus group discussions with students, parents, and teachers to explore their perceptions of the discipline policies being implemented, as well as the challenges faced during implementation. Additionally, future research can include a comparative study between schools with similar characteristics to identify best practices in discipline and explore factors that influence parental involvement in supporting student discipline. Thus, it is expected that future research can contribute more significantly to the development of more effective and relevant discipline policies tailored to the conditions of each school.

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