

Analysis of the Discipline Level of Grade XI Students at SMAS PGRI 2 Sampit in the 2025/2026 Academic Year

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Article Info

Article history:

Received: 18 June 2026

Publish: 1 July 2026

Keywords:

Student Discipline;

School Regulations;

Descriptive Quantitative;

SMAS PGRI 2 Sampit;

Abstract

Student discipline is an important aspect in the success of the educational process; however, conditions in the field indicate that indisciplined behavior still exists among eleventh-grade students. This study aims to determine the level of discipline of eleventh-grade students at SMAS PGRI 2 Sampit in the 2025/2026 academic year. The study used a descriptive quantitative method with a Likert-scale questionnaire instrument distributed to 60 students through the technique of total sampling. The reliability test results showed a Cronbach Alpha value of 0.900 (very reliable), and of the 27 statement items, 26 were declared valid. Overall, the level of student discipline was at an average score of 3.45 (86.25%), which is included in the very high category. A total of 47 students (78.3%) were in the very high category, and 13 students (21.7%) were in the high category. The value. The lowest score was found in the time discipline indicator (P15 = 68%), while the highest score was found in the dress discipline and rule compliance indicators (P2 and P22 = 95%). No students were in the medium, low, or very low categories. These findings indicate that school discipline has been well internalized in the daily behavior of grade XI students.

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1. INTRODUCTION

Education is a key pillar in developing quality human resources. Through a planned and systematic educational process, students not only acquire knowledge and skills but also develop character values necessary for social life (Purwati & Faiz, 2023). Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System affirms that education is a conscious and planned effort to create a learning environment that enables students to develop their full potential. Within this framework, the success of the educational process depends not only on the quality of the curriculum and the competence of educators, but also on the development of orderly and responsible behavior in students. Therefore, character development in students is an integral part of the education system and cannot be separated from the achievement of learning objectives (Yudianto & Fauziati, 2021).

One aspect of character that plays a strategic role in the success of the learning process is student discipline. Discipline is an attitude and behavior that adheres to the rules, norms, and regulations that apply in the school environment, based on students' self-awareness in controlling their behavior in accordance with applicable values (Ernawanto et al., 2022). In daily practice, student discipline is reflected through concrete behaviors such as arriving at school on time, participating in the learning process in an orderly manner, adhering to dress codes, and completing assignments given by teachers. Discipline not only impacts the order

of the learning environment but is also directly related to the development of responsibility, independence, and self-control in students as provisions for long-term life. Thus, student discipline is an important prerequisite for creating an effective and conducive learning environment (Triastutik & Sutoyo, 2020).

Several previous studies have examined student discipline from various perspectives and consistently demonstrated that the implementation of school rules is positively correlated with the level of student discipline. (Suherman, 2021) In their quantitative correlational study found that there is a positive and significant influence between the implementation of school rules and student learning discipline, where the better the implementation of the rules, the higher the discipline displayed by students. Similarly, Elwina et al. (2023) in their study also found that compliance with school rules has a significant relationship with the level of student discipline in learning activities and daily life in the school environment. Meanwhile, (Azani et al., 2025) through a descriptive quantitative approach found that student discipline has a strong relationship with the creation of an orderly and conducive school climate, which ultimately supports the smooth running of the learning process. (Oktaviani et al., 2024) in their research also showed that the better the rules are internalized and enforced, the more likely students are to demonstrate disciplined behavior, including punctuality, compliance with regulations, and regularity in learning.

Although these studies have provided a strong foundation for the importance of student discipline, most existing studies have focused on examining the relationship or influence between variables using a correlational approach. Most previous research has focused on the relationship between school rules and student discipline, while research specifically mapping student discipline levels through a quantitative descriptive approach at the high school level is still relatively limited. Yet, descriptively measuring discipline levels is a crucial first step in designing targeted interventions or development policies. This gap becomes even more apparent when considering the context of specific educational units, where student discipline can vary significantly depending on school characteristics, the social environment, and the implementation of applicable rules. Specifically, no research has examined the discipline levels of eleventh-grade students at SMAS PGRI 2 Sampit, despite initial observations that some students are inconsistent in adhering to school rules, such as late arrivals, non-compliance with dress codes, and a lack of discipline during lessons.

This situation is of particular concern for eleventh-grade students, who are in the phase of strengthening their attitudes and behaviors in secondary education. At this stage, students are no longer in the initial adaptation period as in tenth grade, but have not yet faced the final academic demands of twelfth grade. Therefore, eleventh-grade is a strategic period for strengthening discipline; if discipline is not optimal and consistently internalized at this stage, it could potentially impact students' readiness to face higher academic responsibilities in twelfth-grade and subsequent levels of education. Therefore, quantitative measurements are needed that can produce objective data on student discipline in the form of measurable percentages and categories, as a basis for schools to design more targeted development programs (Nurreni et al., 2021).

Based on the description above, this study aims to determine the level of discipline of eleventh-grade students at SMAS PGRI 2 Sampit in the 2025/2026 academic year. Measurements were conducted using a descriptive quantitative approach with a questionnaire instrument compiled based on student discipline indicators, including dress discipline, time discipline, and adherence to school rules (Daryanto, 2021). This study is expected to provide an empirical contribution regarding the level of student discipline at

the senior high school level and serve as a reference for similar research in different contexts.

2. RESEARCH METHODS

This study uses a descriptive quantitative research design, an approach that aims to describe a phenomenon based on numerical data without testing the relationship between variables (Sugiyono, 2023). The study was conducted at SMAS PGRI 2 Sampit, Terantang Village, Seranau District, East Kotawaringin Regency, Central Kalimantan, in the even semester of the 2025/2026 academic year, namely March to May 2026. The population in this study was all grade XI students of SMAS PGRI 2 Sampit, consisting of two classes, namely class XI KMS (Science) with 28 students and class XI KBK (Entrepreneurship) with 32 students, with a total of 60 students. The sampling technique used total sampling, where all members of the population were used as research respondents. This is based on the consideration that the population is less than 100 people so that all members of the population can be used as samples according to Arikunto in (Machali, 2021).

The data collection technique used was a questionnaire as the main instrument and documentation as supporting data. The questionnaire was structured in the form of closed statements using a Likert scale with four alternative answers, namely Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4). The instrument consisted of 27 statement items arranged based on three indicators of student discipline. The data analysis technique used was descriptive statistics, including frequency distribution, minimum, maximum, and average (mean) values per statement item (Rahman et al., 2024). The instrument was directly given to the research respondents and the data obtained were used simultaneously to test validity, reliability, and answer the research objectives. Thus, no instrument trials were conducted on different groups of respondents before the research was conducted. The categorization of discipline levels was determined based on the interpretation of percentages referring to Riduwan (2018), as presented in the following table.

Table 1 Category Percentage Score

Percentage	Category
0% – 20%	Very Low
21% – 40%	Low
41% – 60%	Currently
61% – 80%	High
81% – 100%	Very high

Source: Riduwan (2018)

3. RESULTS AND DISCUSSION

3.1 Research Result

The results of the study indicate that the overall discipline level of class XI students at SMAS PGRI 2 Sampit in the 2025/2026 academic year is in the very high category. Data were obtained through questionnaires distributed to 60 students from two classes, namely XI KMS and XI KBK, using a total sampling technique. This study involved 60 students as respondents from two classes. Based on gender, there were 32 female students (53.3%) and 28 male students (46.7%). Based on class, respondents consisted of 28 students or 46.7% from class XI KMS and 32 students or 53.3% from class XI KBK. The distribution of respondent characteristics is presented in the following table.

Table 1 Respondent Characteristics

Characteristics	Category	Amount	Percentage
Gender	Man	28	46,7%
	Woman	32	53,3%
Class	XI KMS	28	46,7%
	XI KBK	32	53,3%
Total		60	100%

Source: SPSS data processing

3.2 Validity Test

The validity test was conducted using Pearson correlation with a significance level of 5%. With the number of respondents $N = 60$ and $df = 58$, the r table value obtained was 0.214. The questionnaire items were declared valid if the calculated r value $>$ r table. Of the 27 question items tested, based on the results of the validity test on 27 statement items, there was 1 invalid item, namely P19, with a calculated r value of 0.071, which was smaller than the r table of 0.214. Because the study used a randomized trial technique, the P19 item that did not meet the validity criteria was excluded from the calculation of the final discipline level score. Further analysis was conducted using 26 items that met the validity criteria. The results of the validity test are presented in the following table.

Table 2 Results of Instrument Validity Test

Item	r Count	r Table	Information
P1	0,687	0,214	Valid
P2	0,677	0,214	Valid
P3	0,593	0,214	Valid
P4	0,503	0,214	Valid
P5	0,342	0,214	Valid
P6	0,670	0,214	Valid
P7	0,642	0,214	Valid
P8	0,592	0,214	Valid
P9	0,590	0,214	Valid
P10	0,492	0,214	Valid
P11	0,554	0,214	Valid
P12	0,593	0,214	Valid
P13	0,587	0,214	Valid
P14	0,390	0,214	Valid
P15	0,318	0,214	Valid
P16	0,582	0,214	Valid
P17	0,343	0,214	Valid
P18	0,630	0,214	Valid
P20	0,606	0,214	Valid
P21	0,478	0,214	Valid
P22	0,654	0,214	Valid
P23	0,734	0,214	Valid
P24	0,529	0,214	Valid
P25	0,662	0,214	Valid
P26	0,378	0,214	Valid

P27	0,590	0,214	Valid
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Source: SPSS data processing

Reliability Test

A reliability test was conducted to measure the consistency of the research instrument. The test results showed a Cronbach's Alpha value of 0.900. Referring to the reliability criteria used (Riduwan, 2018), this value is in the range of 0.8–1.0, thus categorizing the research instrument as highly reliable. This indicates that the questionnaire used is consistent and can be trusted as a measuring tool for student discipline levels.

Table 3: Reliability Test Results

Cronbach's Alpha	Number of Items	Information
0,900	26	Very Reliable

Source: SPSS data processing

3.3 Analysis of Discipline Level per Item

Descriptive analysis was conducted on 26 valid question items to determine the average (mean) and percentage of discipline levels for each indicator. The lowest mean value was found in item P15 at 2.70 (67.5%), which is in the high category, while the highest mean values were found in items P2 at 3.80 (95%) and P22 at 3.78 (94.5%), both of which are in the very high category. Of the total 26 items, there are 2 items (7.7%) that are in the high category, namely P5 and P15, while the other 24 items (92.3%) are in the very high category.

Table 4 Student Discipline Level per Question Item

Item	Mean	Percentag e	Information
P1	3,77	94,25%	Very high
P2	3,80	95,00%	Very high
P3	3,73	93,25%	Very high
P4	3,23	80,75%	Very high
P5	2,93	73,25%	High
P6	3,58	89,50%	Very high
P7	3,37	84,25%	Very high
P8	3,57	89,25%	Very high
P9	3,57	89,25%	Very high
P10	3,55	88,75%	Very high
P11	3,42	85,50%	Very high
P12	3,22	80,50%	Very high
P13	3,50	87,50%	Very high
P14	3,27	81,75%	Very high
P15	2,70	67,50%	High
P16	3,43	85,75%	Very high
P17	3,27	81,75%	Very high
P18	3,45	86,25%	Very high
P20	3,67	91,75%	Very high
P21	3,45	86,25%	Very high
P22	3,78	94,50%	Very high
P23	3,45	86,25%	Very high

P24	3,50	87,50%	Very high
P25	3,45	86,25%	Very high
P26	3,40	85,00%	Very high
P27	3,62	90,50%	Very high

Source: SPSS data processing

Analysis of Discipline Level per Respondent

Based on an analysis of each student's responses to 26 valid questions, an overview of their individual discipline levels was obtained. The analysis showed that 13 students (21.7%) were in the high discipline category and 47 students (78.3%) were in the very high discipline category. No students were in the medium, low, or very low discipline categories.

Table 5: Distribution of Student Discipline Levels per Respondent

Discipline Level	Number of Students	Percentage
Very Low	0	0%
Low	0	0%
Currently	0	0%
High	13	21,7%
Very high	47	78,3%
Total	60	100%

Source: SPSS data processing

3.4 Overall Discipline Level and Discussion

Overall, the discipline level of grade XI students at SMAS PGRI 2 Sampit in the 2025/2026 academic year obtained an average score of 3.45 out of a maximum score of 4, or equivalent to a percentage of 86.25%. Based on the measurement criteria used, this value is in the range of >80%–100%, thus categorized as very high.

These findings indicate that eleventh-grade students at SMAS PGRI 2 Sampit generally demonstrate good discipline in their daily school life. This finding aligns with the view (Ernawanto et al., 2022) that discipline is an attitude and behavior that adheres to the rules, norms, and regulations in force in the school environment, based on students' self-awareness in controlling their behavior in accordance with prevailing values. The results of the study indicate that most students have a high tendency for discipline based on their questionnaire responses. This finding aligns with the statement (Taha & Sujana, 2021) that internal discipline stemming from self-awareness is the primary goal of implementing effective school regulations.

These results also support the findings (Suherman, 2021), which state that the better the implementation of rules, the higher the discipline demonstrated by students. Consistent implementation of rules at SMAS PGRI 2 Sampit has had a measurable positive impact on student behavior, as reflected in the high percentage of items related to compliance with rules (P22 = 94.5%), discipline in dress (P2 = 95%), and attendance and orderliness in participating in learning (P1, P3, P6 above 89%). Consistent implementation of these rules acts as a means of internalizing values, in accordance with what was stated by Sidiq et al. (2023) that schools that consistently socialize rules tend to have higher levels of discipline.

However, two items showed relatively lower percentages compared to the other items, although both were still in the high category. Item P5, related to discipline in dressing according to regulations, obtained a mean of 2.93 (73.25%), while item P15, related to orderly re-entry into class after recess, obtained the lowest mean of 2.70

(67.50%). These two aspects indicate that although the overall level of student discipline is very high, there are certain indicators that still require further attention and guidance. A similar condition was also found in research (Jahro et al., 2024), which identified that the aspect of time discipline, particularly related to transitions between activities such as changing class hours, was the area most vulnerable to minor violations, even though overall discipline was in the high category. Therefore, more intensive supervision and guidance on these aspects is important to ensure consistent student discipline is maintained throughout.

The distribution of discipline levels per respondent also provides meaningful information. Of the 60 students, all were in the high or very high category, with none in the medium, low, or very low categories. This indicates that discipline in grade XI of SMAS PGRI 2 Sampit is fairly even, and there are no significant gaps between students in terms of compliance with school rules. This condition is relevant to the preventive function of school discipline, namely preventing various violations from developing into more serious problems, as stated by Prasetiawati & Budiarti (2022).

It should be understood that the research findings indicating a very high level of student discipline do not necessarily imply that all students consistently adhere to school regulations. Initial observations, which indicated persistent late attendance, non-compliance with dress codes, and a lack of discipline in learning, reflect behaviors observed among some students. Meanwhile, the results of this study illustrate the general state of discipline based on the responses of the majority of respondents, resulting in a very high category. In other words, the two conditions are not contradictory; initial observations capture individual, partial events, while questionnaire data reflect the central tendency of the entire population.

The high level of student discipline in this study may indicate that the various development programs implemented by the school are effective. However, this study did not specifically examine the factors influencing student discipline, so further research is needed to identify the underlying causes in greater depth. This aligns with the characteristics of quantitative descriptive research, which aims to describe phenomena in general based on aggregate data, rather than mapping each case of deviance individually (Sugiyono, 2023).

Thus, the findings of this study as a whole provide a positive picture of the discipline conditions of class XI students at SMAS PGRI 2 Sampit, while also confirming that the consistent and comprehensive implementation of school regulations is thought to play a role in supporting the formation of student discipline behavior. This study has limitations because the data were obtained through a questionnaire that relies on respondents' perceptions. Although the instrument has met the criteria for validity and reliability, the possibility of social bias (*social desirability bias*) errors in completing the questionnaire can still occur, so the research results need to be interpreted carefully. Nevertheless, the research instrument has undergone validity and reliability testing and is expected to provide an objective picture of students' level of discipline.

4. CONCLUSION

The conclusion of this study shows that the discipline level of grade XI students at SMAS PGRI 2 Sampit in the 2025/2026 academic year is in the very high category with an average score of 3.45 or 86.25% of the maximum score. Of the 60 students who became respondents, as many as 47 students (78.3%) were in the very high category, and 13 students (21.7%) were in the high category; none of the students were in the medium, low, or very low categories. This finding reflects that school discipline has been well internalized in

students' daily behavior, especially in aspects of obedience to rules, dress discipline, and attendance and orderliness in participating in learning. However, two indicators are still in the high category and have not yet reached the very high category, namely discipline in dressing according to regulations (P5 = 73.25%) and orderly re-entry into class after break time (P15 = 67.50%), so that these two aspects need to receive more intensive attention and guidance from the school so that consistent student discipline can be realized as a whole.

This conclusion recommends that schools continue to strengthen their discipline development programs on an ongoing basis, particularly for indicators that have not yet reached the optimal category, through an approach that is not only coercive but also builds students' self-awareness. For further research, it is recommended that similar studies be conducted by expanding the scope of variables, for example, by examining factors that influence student discipline levels such as the role of teachers, family environment, or peer influence, so that a more comprehensive picture and more targeted policy recommendations for senior high schools can be obtained. The findings of this study indicate that the discipline level of grade XI students at SMAS PGRI 2 Sampit is in the very high category. This condition indicates that the discipline development program implemented by the school needs to be maintained and improved continuously.

5. ACKNOWLEDGMENTS

The author would like to express his deepest gratitude to SMAS PGRI 2 Sampit for providing permission and support during the research. He would also like to express his gratitude to all eleventh-grade students who participated as respondents in this research. He would also like to express his appreciation and gratitude to his supervisor, who provided valuable guidance, input, and motivation during the preparation and completion of this research. He would also like to thank Muhammadiyah University of Sampit for its academic support.

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