



Revolutionizing Student Discipline: Strategic Management Approaches for Secondary Schools

Ade Tutty Rokhayati Rossa*, Fany Oktavia, Ratih Cahyani, Sodiran

Universitas Islam Nusantara, Indonesia

Email : adetutty@ubibus.ac.id

DOI: <https://doi.org/10.61987/jemr.v4i3.1097>

ABSTRACT

Keywords:

Strategic
Management, Student
Discipline, Secondary
Education,
Educational
Technology, Character
Development

*Corresponding Author

Student discipline plays a crucial role in the success of secondary schools, where academic and social pressures frequently give rise to behavioral challenges. Issues such as truancy, tardiness, and rule violations hinder learning and disrupt the educational environment. This study examines how strategic management can improve student discipline in secondary schools, employing a qualitative research approach. Data were gathered through literature reviews and case studies across several institutions. Key strategies include data-driven discipline planning, active student organization involvement (OSIS, MPK, Scouts), optimizing homeroom teacher roles by Ministry of Education Regulation No. 25 of 2024, implementing a point-based reward and punishment system, and utilizing digital attendance and monitoring tools. Findings show that when strategically implemented, these approaches foster a favorable, sustainable discipline climate, reduce infractions, and improve educational quality. The study emphasizes the significance of strong leadership, character education, and community collaboration in cultivating responsible and disciplined students who are well-equipped for future challenges.

Article History:

Received: May 2025; Revised: June 2025; Accepted: July 2025

Please cite this article in APA style as:

Rossa, A, T, R., Oktavia, F., Cahyani, R., Sodiran. (2025). Revolutionizing Student Discipline: Strategic Management Approaches for Secondary Schools. *Journal of Educational Management Research*, 4(3), 1190-1201.

INTRODUCTION

Student discipline is a central issue with profound implications for society, as it directly affects the quality of education and the development of character among young people (Jiang et al., 2022). In an era of rapid technological advancement and social change, it is crucial to ensure that students develop not only academic skills but also personal responsibility and social values (Akour & Alenezi, 2022). The ability to self-regulate, respect authority, and adhere to social norms is essential for young individuals as they prepare for their roles as active, responsible citizens (Hoppen et al., 2025). Evidence from studies shows that students who demonstrate strong discipline

are more likely to succeed academically, maintain healthy social relationships, and contribute positively to their communities (Hidayah et al., 2021). This highlights the importance of addressing student discipline in educational settings to achieve both academic success and character development. This research aims to explore how strategic management in schools can enhance student discipline, providing a valuable approach to addressing a critical societal challenge.

The problem of student discipline has become increasingly significant in secondary education. In upper secondary schools, behavioral issues such as absenteeism, lateness, and disobedience are widespread, hindering the smooth functioning of educational processes. These issues are not only disruptive but also undermine the educational objectives, limiting students' potential for personal growth and academic achievement. In today's context, students face more challenges than ever, including peer pressure, social media influences, and intense academic demands, which contribute to an environment where discipline can often be neglected. Despite the importance of discipline in education, many schools still rely on traditional, punitive methods—such as suspensions, warnings, and parental involvement—that fail to address the root causes of these issues. Therefore, understanding how strategic management can provide a more sustainable solution to these challenges is critical.

In many upper secondary schools, the traditional approach to managing student discipline is proving insufficient. The reliance on punitive measures does not address the underlying causes of student misbehavior and may even contribute to increased resistance among students. For instance, many students resist authority and show a lack of engagement with school activities, exacerbating disciplinary problems. In schools like SMAN 1 Banjaran, however, efforts have been made to adopt more innovative, data-driven approaches to discipline management. Digital attendance systems, point-based reward systems, and collaboration with student organizations are being implemented to create a more structured and proactive disciplinary system. These strategies have shown promise in reducing misconduct and fostering a more positive school environment. However, such practices are not yet widespread, and their effectiveness in promoting long-term student discipline and development remains underexplored.

Several studies have addressed the issue of student discipline in schools, with a focus on the impact of various disciplinary strategies on student behavior. For example, research by Churchill et al (2021) discusses the adverse effects of absenteeism, tardiness, and behavioral violations on student achievement and character development. Other studies, such as those by BOŞCA & Cojocar (2023), emphasize the role of adolescence in the

development of autonomy and resistance to authority. While these studies provide valuable insights into the nature of disciplinary issues, they often focus on individual approaches to discipline, such as rewards or punishments, without considering a comprehensive, strategic framework that integrates data analysis, technology, and community involvement. This gap suggests the need for more research on how strategic management in education can address discipline more holistically and sustainably.

Existing research on strategic management in education has highlighted its potential in improving various aspects of school operations, including student discipline. Sudrajat (2020) emphasizes the importance of data-driven management strategies, involving stakeholders such as teachers, students, and parents in the development of school policies. These studies suggest that when applied effectively, strategic management can promote a favorable school climate and reduce disciplinary infractions. However, most existing research lacks a clear focus on the specific application of strategic management in upper secondary schools, particularly in terms of practical, context-sensitive approaches that consider the unique challenges of this educational level. The current research gap lies in understanding how to design, implement, and evaluate strategic management practices tailored to the needs of secondary schools, which is the focus of this study.

The current research is positioned to address a significant gap in the literature by exploring the application of strategic management in improving student discipline in upper secondary schools. Unlike previous studies that have focused on isolated strategies, this study aims to investigate a comprehensive, data-driven, and collaborative approach to discipline management. By incorporating digital tools, involving student organizations, and aligning with recent educational policies such as the Ministry of Education Regulation No. 25 of 2024, this research presents a novel approach that integrates various elements of strategic management into the school environment. Given the complexity of disciplinary issues in secondary schools and the evolving needs of students, this research is crucial in advancing our understanding of how to foster discipline in a manner that promotes long-term positive outcomes for both students and schools.

The primary research problem is to identify how strategic management can be effectively applied to improve student discipline in upper secondary schools. Specifically, this study aims to explore the key strategies that schools can implement to address discipline issues while fostering a favorable school climate. Through case studies, particularly at SMAN 1 Banjarn, this research will investigate how data-driven discipline planning, the involvement of student organizations, the empowerment of homeroom teachers, and the use of

digital monitoring tools can lead to improved student behavior. Furthermore, the research will assess the effectiveness of these strategies in promoting long-term character development, self-regulation, and respect for social norms among students.

This research argues that strategic management offers a sustainable and effective solution to the challenges of student discipline in upper secondary schools. By systematically addressing the root causes of disciplinary problems, schools can create an environment that not only reduces behavioral infractions but also enhances the overall educational experience. The findings from this study will provide valuable insights into how strategic management practices can be effectively integrated into school policies and programs to enhance discipline and promote student engagement. Moreover, this research will provide a model for other schools to follow, offering a comprehensive framework that can be tailored to the specific needs and challenges of their student populations.

RESEARCH METHOD

Student discipline is a central issue with profound implications for society, as it directly affects the quality of education and the development of character among young people (Jiang et al., 2022). In an era of rapid technological advancement and social change, it is crucial to ensure that students develop not only academic skills but also personal responsibility and social values (Akour & Alenezi, 2022). The ability to self-regulate, respect authority, and adhere to social norms is essential for young individuals as they prepare for their roles as active, responsible citizens (Hoppen et al., 2025). Evidence from studies shows that students who demonstrate strong discipline are more likely to succeed academically, maintain healthy social relationships, and contribute positively to their communities (Hidayah et al., 2021). This highlights the importance of addressing student discipline in educational settings to achieve both academic success and character development. This research aims to explore how strategic management in schools can enhance student discipline, providing a valuable approach to addressing a critical societal challenge.

The problem of student discipline has become increasingly significant in secondary education. In upper secondary schools, behavioral issues such as absenteeism, lateness, and disobedience are widespread, hindering the smooth functioning of educational processes. These issues are not only disruptive but also undermine the educational objectives, limiting students' potential for personal growth and academic achievement. In today's context, students face more challenges than ever, including peer pressure, social media influences,

and intense academic demands, which contribute to an environment where discipline can often be neglected. Despite the importance of discipline in education, many schools still rely on traditional, punitive methods—such as suspensions, warnings, and parental involvement—that fail to address the root causes of these issues. Therefore, understanding how strategic management can provide a more sustainable solution to these challenges is critical.

In many upper secondary schools, the traditional approach to managing student discipline is proving insufficient. The reliance on punitive measures does not address the underlying causes of student misbehavior and may even contribute to increased resistance among students. For instance, many students resist authority and show a lack of engagement with school activities, exacerbating disciplinary problems. In schools like SMAN 1 Banjaran, however, efforts have been made to adopt more innovative, data-driven approaches to discipline management. Digital attendance systems, point-based reward systems, and collaboration with student organizations are being implemented to create a more structured and proactive disciplinary system. These strategies have shown promise in reducing misconduct and fostering a more positive school environment. However, such practices are not yet widespread, and their effectiveness in promoting long-term student discipline and development remains underexplored.

Several studies have addressed the issue of student discipline in schools, with a focus on the impact of various disciplinary strategies on student behavior. For example, research by Churchill et al (2021) discusses the adverse effects of absenteeism, tardiness, and behavioral violations on student achievement and character development. Other studies, such as those by BOȘCA & Cojocaru (2023), emphasize the role of adolescence in the development of autonomy and resistance to authority. While these studies provide valuable insights into the nature of disciplinary issues, they often focus on individual approaches to discipline, such as rewards or punishments, without considering a comprehensive, strategic framework that integrates data analysis, technology, and community involvement. This gap suggests the need for more research on how strategic management in education can address discipline more holistically and sustainably.

Existing research on strategic management in education has highlighted its potential in improving various aspects of school operations, including student discipline. Sudrajat (2020) emphasizes the importance of data-driven management strategies, involving stakeholders such as teachers, students, and parents in the development of school policies. These studies suggest that when applied effectively, strategic management can promote a favorable school climate and reduce disciplinary infractions. However, most existing research

lacks a clear focus on the specific application of strategic management in upper secondary schools, particularly in terms of practical, context-sensitive approaches that consider the unique challenges of this educational level. The current research gap lies in understanding how to design, implement, and evaluate strategic management practices tailored to the needs of secondary schools, which is the focus of this study.

The current research is positioned to address a significant gap in the literature by exploring the application of strategic management in improving student discipline in upper secondary schools. Unlike previous studies that have focused on isolated strategies, this study aims to investigate a comprehensive, data-driven, and collaborative approach to discipline management. By incorporating digital tools, involving student organizations, and aligning with recent educational policies such as the Ministry of Education Regulation No. 25 of 2024, this research presents a novel approach that integrates various elements of strategic management into the school environment. Given the complexity of disciplinary issues in secondary schools and the evolving needs of students, this research is crucial in advancing our understanding of how to foster discipline in a manner that promotes long-term positive outcomes for both students and schools.

The primary research problem is to identify how strategic management can be effectively applied to improve student discipline in upper secondary schools. Specifically, this study aims to explore the key strategies that schools can implement to address discipline issues while fostering a favorable school climate. Through case studies, particularly at SMAN 1 Banjaran, this research will investigate how data-driven discipline planning, the involvement of student organizations, the empowerment of homeroom teachers, and the use of digital monitoring tools can lead to improved student behavior. Furthermore, the research will assess the effectiveness of these strategies in promoting long-term character development, self-regulation, and respect for social norms among students.

This research argues that strategic management offers a sustainable and effective solution to the challenges of student discipline in upper secondary schools. By systematically addressing the root causes of disciplinary problems, schools can create an environment that not only reduces behavioral infractions but also enhances the overall educational experience. The findings from this study will provide valuable insights into how strategic management practices can be effectively integrated into school policies and programs to enhance discipline and promote student engagement. Moreover, this research will provide a model for other schools to follow, offering a comprehensive

framework that can be tailored to the specific needs and challenges of their student populations.

RESULT AND DISCUSSION

Result

Strategic Planning for Discipline Development: Designing an Effective Discipline Management Plan

Effective discipline management begins by identifying the root causes of student infractions. Schools systematically collect and analyze data on disciplinary incidents to detect recurring patterns, which then inform the design of targeted intervention programs. For instance, campaigns such as "Sekolah Tertib" (Orderly School) and punctuality programs arise as responses to persistent issues like truancy, tardiness, dress code violations, and smoking on school grounds.

These intervention programs are multilayered, ranging from verbal warnings and parental involvement to point deductions and structured counseling. These measures are not merely punitive but also educational, aimed at fostering personal responsibility among students. To strengthen their implementation, student organizations such as OSIS (Student Council), MPK (School Representative Council), and Scouts are involved as agents of change. For example, OSIS can organize weekly "Class Discipline Competitions", MPK supervises adherence to school regulations, and Scouts provide field-based discipline training.

Transformational Leadership: Embedding Discipline within School Culture

The principal plays a crucial role in embedding discipline within the school culture. Transformational leadership, characterized by exemplary behavior, open communication, and participatory decision-making, sets the standard for both students and teachers. Principals who lead by example, engage in daily student routines, and actively participate in character-building programs not only inspire students but also motivate teachers to model and reinforce desired behaviors.

Character Education and Empowerment of Homeroom Teachers

Character education is seamlessly integrated into both curricular and extracurricular activities, emphasizing values such as responsibility, honesty, and adherence to rules. Homeroom teachers, as outlined in Ministry Regulation No. 25 of 2024, play a central role in daily monitoring, maintaining regular communication with parents, and facilitating classroom reflection sessions. Activities like "Morning Talks" provide students with opportunities for self-reflection, create a favorable emotional climate, and promote consistent

discipline.

Technology in Discipline Management: Digitalizing Supervision

Technological innovations have transformed discipline monitoring from manual methods to digital systems. Digital attendance systems, which utilize QR codes or biometrics, provide more accurate and real-time records, while CCTV cameras placed in strategic locations around the campus enhance supervision. Data visualization through discipline dashboards enables school leaders, teachers, and parents to monitor discipline trends more easily and proactively intervene to address issues. Notification systems also ensure parents are constantly engaged and updated on their child's discipline progress.

Point-Based Reward and Punishment System

A point-based system serves as an effective tool for providing transparency and consistency in discipline management. Every infraction and positive behavior is assigned a measurable number of points. Accumulated negative points result in tiered sanctions, while positive behaviors are rewarded with certificates, extracurricular privileges, or scholarships. This approach not only creates a balanced environment but also provides incentives for good behavior. Parents can also monitor their child's discipline progress through digital platforms provided by the school.

Collaboration with Parents and the Community

The success of discipline management is greatly influenced by active collaboration with parents and the community. Schools regularly organize parent-teacher meetings, parenting seminars, and home visits to improve communication and cooperation. Collaboration with local leaders, security personnel, and youth organizations is also expanded to provide counseling, community service, and preventive programs. Digital communication channels such as WhatsApp groups and online dashboards ensure real-time updates and strengthen collective accountability in managing student discipline.

Stages of Discipline Program Implementation: A Structured Approach

Discipline programs are designed with clearly defined stages: problem identification, policy formulation, formation of a disciplinary team, program implementation, regular monitoring and evaluation, recognition and rehabilitation, community involvement, and the integration of daily character reflection practices. Each stage is designed to be measurable and adaptable, ensuring sustainable impact and continuous improvement.

Discussion

Based on the study's findings on discipline management in schools, it was discovered that effective discipline management must begin with identifying the root causes of disciplinary infractions. This aligns with findings in the literature, which suggest that understanding patterns of violations helps in designing more targeted interventions (Paphitis et al., 2022). Additionally, the involvement of student organizations such as OSIS, MPK, and Scouts as change agents also supports previous research highlighting the importance of student participation in creating a positive discipline culture (Mustofa et al., 2024). However, this study places greater emphasis on a data-driven approach to program design, which differs slightly from the literature, which typically focuses on rigid rule-based and policy-driven approaches.

Furthermore, the study highlights the crucial role of the principal in applying transformational leadership to foster a culture of discipline in the school. This aligns with Ansori et al (2024) theory, which emphasizes that inspiring leaders through open communication can motivate the entire school community to uphold discipline values. However, this study specifically highlights the need for the principal's direct involvement in students' daily activities, which is more specific compared to the general influence of leadership discussed in the literature. The practical implication of this finding is the necessity for school leaders to become more involved in students' daily lives, thereby enhancing overall discipline.

Regarding character education, the study finds that character taught through both curricular and extracurricular activities plays a significant role in fostering student discipline. Previous literature also suggests that integrated character education can consistently shape disciplined behavior (Santosa & Poerwanto, 2025). This study reinforces the role of homeroom teachers, who regularly communicate with parents to ensure the success of character education. This provides additional insight into the fact that collaboration between homeroom teachers and parents is key to strengthening student discipline, a topic that has not been extensively discussed in the existing literature.

Another interesting finding is the use of technology in discipline management, which has evolved in the digital age. The use of digital attendance systems and CCTV to enhance monitoring and improve the accuracy of discipline data aligns with the literature recognizing the role of technology in improving school management efficiency (Ishaq & Bibi, 2023). However, this study goes further by emphasizing the use of discipline dashboards, which allow for real-time monitoring by both parents and the school, a concept that is less discussed in the literature, which, which often

mentions technology as an administrative aid. The practical implication of this is the importance of adopting technology in school discipline management to strengthen accountability and transparency.

Finally, the study also emphasizes the importance of collaboration among the school, parents, and the community in fostering a positive discipline environment. While the literature also emphasizes such collaboration, this study places greater focus on the integration of various community elements working together to support student discipline. In practice, regular parent-teacher meetings and the involvement of the local community in violence prevention programs are key to ensuring sustainable discipline. Thus, the findings of this study provide a theoretical contribution that reinforces the importance of collaboration in creating a discipline culture, as well as practical implications for enhancing parental and community involvement in the school discipline process.

CONCLUSION

The implementation of strategic management in improving student discipline at the upper secondary education level requires a holistic, collaborative, and data-driven approach. Effective strategic planning, visionary leadership, character-based interventions, technological support, and active participation from parents and the community are critical success factors. The integration of point-based systems, the empowerment of student organizations, and the optimization of homeroom teacher roles—particularly in light of supportive government policies—have proven effective in fostering intrinsic motivation and responsible behavior among students.

Schools that consistently and systematically apply these strategies not only reduce disciplinary infractions but also nurture a culture of discipline, accountability, and integrity. The involvement of all stakeholders ensures sustainability and scalability, enabling schools to adapt to emerging challenges and to promote the holistic development of students. It is recommended that future research further investigates the contextual nuances of strategic discipline management and explores its applicability across diverse educational settings.

With the ongoing evolution of educational demands, strategic management must continually innovate and refine its approaches to discipline, ensuring that students are not only compliant but are also equipped with the values and skills necessary to navigate complex social realities as responsible citizens.

REFERENCES

- Amirin, T. Y. (2011). *Manajemen Pendidikan*. Jakarta: Rajawali Pers.
- Ansori, Y. Z., Nahdi, D. S., Juanda, A., & Santoso, E. (2024). Developing the Character of Elementary School Students Through Values-Based Leadership. *Al-Ishlah: Jurnal Pendidikan*, 16(4), 5335–5344. <https://doi.org/10.35445/alishlah.v16i4.5513>
- Arifin, Z. (2012). *Konsep dan Model Pengembangan Kurikulum*. Bandung: Remaja Rosdakarya.
- Bass, B. M., & Avolio, B. J. (1994). *Improving Organizational Effectiveness through Transformational Leadership*. Thousand Oaks, CA: Sage.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage.
- Fullan, M. (2007). *The New Meaning of Educational Change* (4th ed.). New York: Teachers College Press.
- Lim, W. M. (2025). What is qualitative research? An overview and guidelines. *Australasian Marketing Journal*, 33(2), 199–229. <https://doi.org/10.1177/14413582241264619>
- Iman, M. (2024). *Manajemen Pendidikan: Teori dan Praktik dalam Sistem Pendidikan*. Malang: Literasi Nusantara Abadi Grup.
- Ishaq, K., & Bibi, S. (2023). IoT based smart attendance system using RFID: A systematic literature review. *ArXiv Preprint ArXiv:2308.02591*.
- Mulyasa, E. (2013). *Manajemen dan Kepemimpinan Kepala Sekolah*. Bandung: Remaja Rosdakarya.
- Mustofa, N. A., Sadeli, E. H., & Priyanto, E. (2024). *The Influence of Participation in the Student Council (OSIS) on the Study Discipline of Students at SMA Negeri 1 Kroya for the Academic Year*. <https://doi.org/10.30595/pssh.v18i.1260>
- Paphitis, S. A., Bentley, A., Asher, L., Osrin, D., & Oram, S. (2022). Improving the mental health of women intimate partner violence survivors: Findings from a realist review of psychosocial interventions. *PLoS One*, 17(3), e0264845. <https://doi.org/10.1371/journal.pone.0264845>
- Rossa, D. C., & Hosna, R. (2024). Penguatan Karakter Disiplin melalui Program Amaliah Ubudiah di Madrasah Aliyah. *Intelektual: Jurnal Pendidikan dan Studi Keislaman*, 14(3), 419–432. <https://doi.org/10.33367/ji.v14i3.6366>

- Santosa, A. B., & Poerwanto, E. (2025). Cultivating Discipline and a Sense of Responsibility: An Integrated Approach to Character Education. *Journal of Nusantara Education*, 4(2), 22–31. <https://doi.org/10.57176/jn.v4i2.136>
- Santrock, J. W. (2011). *Adolescence* (13th ed.). New York: McGraw-Hill.
- Sugiyanto, D. (2020). *Manajemen Peserta Didik*. Surabaya: Lembaga Literasi Indonesia.