



Educational Management Strategies for Developing Students' Discipline and Courtesy through Habit Formation and Supervision

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DOI: <https://doi.org/10.61987/jemr.v5i1.1583>

ABSTRACT

Keywords:

Character Education;
Discipline;
Educational
Management

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This study aims to examine the development of students' disciplinary and courteous character at SMA Negeri 1 Jogorogo through consistent habituation practices supported by a structured supervision system. Employing a descriptive qualitative approach, data were collected through observations, semi-structured interviews, and documentation. The research subjects included on-duty teachers, homeroom teachers, guidance and counseling teachers, pre-service teacher interns, and students. The findings reveal that daily habituation activities—such as morning greetings, punctual attendance, uniform and grooming checks, morning literacy sessions, collective prayers, and school assemblies—play a significant role in shaping students' character. Teacher role modeling emerges as a key factor influencing students' behavioral development, while the school's disciplinary system, implemented collaboratively by on-duty teachers, the Student Discipline Enforcement Team (TPDS), and counseling teachers, further reinforces positive habits. Interview results indicate that students perceive these routines as beneficial in fostering responsibility, time management skills, and polite interpersonal communication. The involvement of pre-service teacher interns also strengthens the character-building process due to their communicative and relatable approach. Overall, the study concludes that character formation at the school is effective, supported by strong collaboration among teachers, students, pre-service interns, and institutional commitment. The findings imply that consistent habituation combined with exemplary teacher behavior and systematic supervision can serve as a practical model for strengthening character education in secondary schools.

Article History:

Received: October 2025; Revised: November 2025; Accepted: December 2025

Please cite this article in APA style as:

Rahayu Ning Tyas, Z. W., Fauziah, S., Syafa'at, A. A., Zahro, D., Shabirin, A. R., & Hidayat, N. R. (2026). Educational Management Strategies for Developing Students' Discipline and Courtesy through Habit Formation and Supervision. *Journal of Educational Management Research*, 5(1), 148-158.

INTRODUCTION

Character education has become an increasingly urgent concern in contemporary society, as academic achievement alone is no longer considered sufficient to prepare young people to navigate the complexities of modern life (Alfarisi & Faiz, 2024; Haris, 2024; Shofuro & Manshur, 2025). Communities today face rapid social change, digital exposure, and shifting moral norms, which collectively create new challenges for the younger generation. These issues highlight the necessity for education systems to prioritize the cultivation of discipline, courtesy, and moral responsibility as fundamental components of student development. Numerous scholars emphasize that character is inseparable from the educational mission, including values such as respect, responsibility, and self-regulation (Septi Wahyu Utami, 2019). Evidence from various national and international studies increasingly demonstrates that strong character formation supports not only personal growth but also contributes to the creation of orderly, conducive learning environments where students can thrive. Therefore, the growing societal demand for schools to build both intellectual and moral capacities provides a compelling justification for research focused on strategies that effectively strengthen student discipline and courteous behavior in formal educational settings.

Despite widespread recognition of the importance of character education, many communities continue to struggle with behavioral issues among students (Jamil & Sanusi, 2024; Jannah & Rizquha, 2025; Mustaghfiroh & Mubaroq, 2025). Schools frequently report problems related to declining discipline, reduced respect toward teachers, and inconsistent adherence to established norms. These problems reflect broader societal challenges in maintaining moral standards amid the influence of social media, peer pressure, and shifting cultural expectations (Rahmatillah & Andayani, 2025; Setiawan et al., 2024; Windiasari et al., 2025). As a result, educational institutions face increasing pressure to implement character-building initiatives that are not only theoretically sound but also effective and sustainable. The central problem lies in identifying approaches that consistently reinforce positive habits while addressing the root causes of behavioral decline. According to Hermawan Kertajaya in (Ubabuddin, 2018) and Kemendiknas in (Wahidah, 2021), character must be nurtured through deliberate actions that translate values into daily behavioral practices. However, without structured systems to guide these practices, many schools find it difficult to maintain long-term behavioral change among students. This situation creates an urgent need for research that examines practical, integrated strategies capable of systematically improving both discipline and courtesy within school communities.

Field observations from various schools reveal a growing pattern of student behavior that signals weakening character development, particularly in discipline and courteous conduct. Common issues include students arriving late, ignoring school regulations, displaying diminishing respect toward teachers, and failing to maintain appropriate communication etiquette. These recurring behaviors are frequently reported by teachers, administrators, and parents, suggesting that existing character programs may not be sufficiently effective or consistently implemented. The inconsistency of daily routines and the situational nature of supervision further complicate efforts to cultivate strong character habits. While some schools attempt to instill discipline through rules and sanctions, these approaches often fall short without complementary positive habituation practices. Similarly, programs meant to promote courteous behavior are not always reinforced through modeling and structured monitoring. These challenges highlight the gap between policy expectations and practical implementation across educational settings. The need for schools to develop character-building strategies that combine clear rules, effective supervision, and consistent positive routines is increasingly evident. This phenomenon underscores the relevance of research into integrated approaches capable of addressing persistent behavioral issues among students.

Previous studies have thoroughly examined various aspects of character formation, yet many focus on isolated components rather than integrated models. Research conducted by Faiz (Faiz et al., 2021), for instance, emphasizes the reinforcement of student discipline through the enforcement of school regulations. Similarly, Ratnasari's research (Ratnasari & Arsana, 2023) concentrates on forming courteous attitudes by relying on school rules and structured behavioral guidelines. Although these studies provide valuable insights, they primarily analyze discipline and courtesy as separate constructs, leaving limited exploration of how the two might interact within a single character-building framework. Furthermore, much of the existing literature focuses heavily on regulatory enforcement, with less attention given to the role of consistent habituation and teacher modeling elements known to significantly influence internalized behavioral change (Dewi et al., 2025; Khoiroh, 2025; Nuriyah et al., 2024). This reveals a conceptual gap in current scholarship, suggesting the need for research that combines disciplinary structures with daily habituation practices. Such integration would offer a more comprehensive understanding of how character can be strengthened in ways that are both practical and sustainable in school environments.

In addition to the conceptual limitations of prior studies, methodological gaps also emerge within the existing body of literature. Many researchers rely primarily on document analysis or focus solely on administrative perspectives,

often overlooking the lived experiences of students, teachers, and school personnel who interact with character programs on a daily basis. Moreover, earlier studies seldom examine the collaborative roles of multiple stakeholders—such as homeroom teachers, guidance counselors, on-duty staff, and pre-service teacher interns in shaping student behavior. This omission is significant because character formation is a collective educational responsibility that requires coordinated effort. The absence of research exploring integrated supervision systems further restricts the applicability of previous findings. Given these limitations, there remains a need for empirical studies that adopt a holistic approach, incorporating diverse voices and examining how daily routines work in tandem with structured supervision. Addressing these gaps would contribute meaningfully to the field by providing data-driven insights and offering a more nuanced understanding of effective character-building practices within school settings.

The novelty of this study lies in its integrated analysis of both discipline and courtesy as interconnected components of character development, examined through the combined strategies of habituation and structured supervision. Unlike previous research, which tends to isolate variables, this study identifies the synergistic relationship between daily routines and regulatory systems. It proposes that character education is most effective when positive habits are reinforced consistently across different layers of school life, supported by visible teacher role modeling and collaborative monitoring. By focusing on the practical interactions among teachers, students, guidance counselors, and pre-service interns, the study advances the field by highlighting the importance of collective responsibility in character formation. This approach represents a significant contribution to the state of the art because it introduces a more comprehensive, practice-oriented framework that aligns behavioral expectations with systematic support structures (Afifah, 2025; Hasani, 2025; Maisuroh & Jamil, 2024; Rozi et al., 2024). The study's emphasis on contextual, school-wide collaboration provides new insights into how character-building programs can be strengthened, especially in schools seeking to improve discipline and courtesy through sustainable and replicable strategies.

The central research problem addressed in this study concerns how an integrated model of habituation and supervision can effectively develop student discipline and courteous behavior within a contemporary school context. The guiding argument is that character formation requires more than rules or occasional monitoring; it demands consistent daily practices, strong teacher role modeling, and coordinated institutional support. This study examines how such an integrated model operates at Jogorogo State Senior High School 1, where teachers routinely greet students each morning, enforce punctuality, conduct

uniform checks, and facilitate collective activities designed to cultivate responsibility and respect. By analyzing these practices, the study seeks to provide evidence-based insights into their effectiveness and potential for replication in other educational settings. The research contributes to academic discourse by offering a structured, empirically grounded model for strengthening character education. Ultimately, it argues that combining habituation with systematic supervision produces a more holistic and sustainable approach to character building, addressing both internal motivation and external behavioral expectations among students.

RESEACH METHOD

This study employs a qualitative case study design to examine how discipline and courtesy are cultivated through habituation and supervision within the school setting. A case study approach is considered appropriate because it allows an in-depth exploration of character formation in its natural context, aligning with Budiharto's view in (Subandi & Wahyudin, 2025) that research methods must correspond to the nature of the inquiry. The research was conducted at Jogorogo State Senior High School 1 during the Field Experience Program (PPL), selected due to its consistent implementation of character education programs supported by teacher modeling, daily routines, and structured monitoring, making it a relevant environment for investigating integrated character-building strategies.

Data were collected through direct observation, semi-structured interviews, and documentation. Observation provided firsthand insight into student behavior, consistent with Sofyan in (Subandi & Wahyudin, 2025). Semi-structured interviews, designed based on information needs as noted by (Arifudin & Tanjung, 2020), allowed for deeper understanding of character practices, while documentation strengthened data credibility. Data analysis followed the interactive model of (Febrian & Harmanto, 2022), involving data condensation, data display, and verification to ensure systematic interpretation and conclusions grounded in empirical evidence.

RESULT AND DISCUSSION

Result

The Student Discipline System

The findings indicate that the discipline system at Jogorogo State Senior High School 1 is implemented through a coordinated structure involving on-duty teachers, the School Discipline Enforcement Team (TPDS), guidance and counseling teachers, and homeroom teachers. Interviews with four key informants guidance counselor, homeroom teacher, on-duty teacher (Mr. Ari),

and students show that the school applies a comprehensive model consisting of habituation, teacher modeling, daily supervision, and a progressive approach to handling violations. This system ensures that discipline is not only rule-based but reinforced through continuous routines and visible adult presence across school activities.

Forms of Habituation for Discipline and Courtesy

Observation and interview data reveal that habituation practices are carried out through structured and continuous activities focusing on two main pillars: discipline and courtesy.

Discipline habituation includes:

Daily singing of the national anthem “Indonesia Raya” after the school bell rings, reinforcing national identity and routine compliance, Attendance and uniform checks at the school gate by on-duty teachers, OSIS, and TPDS. OSIS records late students, while TPDS administers discipline tasks or point-based sanctions, Encouragement for students to enter class on time and avoid roaming during lessons, Teacher modeling, where teachers arrive early, maintain a neat appearance, and demonstrate firmness combined with politeness.

Courtesy habituation includes:

Greeting teachers and staff respectfully, Using polite language with peers and teachers, Asking permission before entering or leaving class, Applying Javanese “unggah-ungguh” when interacting with older individuals, Conducting collective prayer before learning begins and Teacher modeling in polite behavior, soft communication, and respectful interaction.

These habituation programs serve as consistent routines that shape students’ behavioral patterns. Repeated disciplinary routines help students internalize positive behaviors as part of their personal character.

Implementation of Supervision

Supervision is conducted through a structured, tiered, and collaborative system. Daily supervision begins at the school gate and continues until students enter their classrooms. On-duty teachers, in collaboration with OSIS and TPDS, monitor attendance, uniform completeness, and student comportment.

Supervision by guidance counselors, homeroom teachers, and TPDS includes monitoring classroom discipline, handling repeated violations, documenting behavioral records, contacting parents, and conducting case conferences for persistent offenders.

The supervision system displays four characteristics: consistency, collaboration across school personnel, progressive discipline (from verbal warnings to case conferences), and a humanistic orientation aligned with child-friendly school principles.

Supporting and Inhibiting Factors

Supporting factors include strong teacher commitment, scheduled habituation programs, teacher modeling, active roles of homeroom teachers and guidance staff, communication with parents, and consistent supervision.

Inhibiting factors include students with low internal motivation, negative external influences, peer pressure, and limited parental supervision at home. These obstacles demonstrate that the success of habituation and supervision requires synergy among school, family, and community environments.

DISCUSSION

The Role of Habituation and Teacher Modeling

The findings demonstrate that habituation practices effectively foster discipline and courtesy when they are structured, consistent, and supported by teacher modeling. As argued by Windarti (2022), repeated exposure to disciplined routines gradually shapes students' reflexive behavior. The results of this research affirm this claim, as students internalize disciplined actions through daily repetition. Moreover, the strong influence of teacher role modeling aligns with character education theories, which emphasize that students learn moral behavior by observing significant adults in their environment.

Alignment with Previous Studies and Research Gap

Compared with prior research by Faiz et al. (2021), which focused solely on enforcing school rules to strengthen discipline, this study identifies the importance of combining rules with continuous habituation. Likewise, Ratnasari & Arsana (2023) concentrate on courtesy through school regulations, while this study shows that courtesy is more effectively cultivated when supported by cultural practices such as "unggah-ungguh" and teacher modeling. These findings confirm the research gap previously noted: earlier studies often examined discipline or courtesy separately, whereas this study demonstrates the value of addressing both integratively through habituation and supervision.

Contribution to Character Education Implementation

The structured supervision system observed in this research supports progressive discipline principles, ensuring that behavioral intervention is corrective rather than punitive (Alam & Mohanty, 2023; Hasanah et al., 2024; Kusranto et al., 2023). This complements findings by previous scholars who emphasize the importance of supportive, multi-tiered interventions in school-based character development. The collaborative roles of on-duty teachers, TPDS, homeroom teachers, and guidance counselors show that character building is most effective when responsibilities are shared, not isolated.

Implications of Supporting and Inhibiting Factors

The supporting factors indicate that a strong school culture reinforced by

consistent rules, routines, and teacher modelling plays a central role in shaping student character. Meanwhile, inhibiting factors highlight that character formation cannot rely solely on school interventions; it requires continuity in the home and community. This supports the argument that character education must be multi-contextual and long-term, consistent with the idea that behavioral development requires continuous reinforcement across environments.

CONCLUSION

The findings of this study highlight that the development of students' discipline and courtesy at SMAN 1 Jogorogo is shaped through a structured and collaborative system grounded in consistent habituation and teacher role-modeling. Daily routines—such as singing the national anthem, attendance checks, uniform inspections, greetings, polite language use, and adherence to Javanese courtesy norms serve as effective mechanisms for internalizing character values. The study reveals an important lesson: character formation is most effective when habituation is continuous, supervision is supportive, and teachers demonstrate exemplary behavior. This reinforces the understanding that discipline and courtesy are not merely enforced rules but values cultivated through daily practice, guided interactions, and humanistic supervision involving homeroom teachers, guidance counselors, and TPDS officers.

A contribution the scholarly of this research lies in its detailed depiction of how integrated school routines and collaborative supervision strengthen character education, offering empirical insights for educational practitioners and policy developers. However, this study has limitations, particularly regarding internal student factors, external environmental influences, and inconsistent reinforcement at home, all of which affect character development. Future research is recommended to examine the effectiveness of each habituation program individually to determine which activities most significantly influence behavioral change. Further studies may also explore school–parent collaboration strategies or technology-assisted monitoring models to support more comprehensive and sustainable character development initiatives.

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