



The Influence of Social Environment, Peers, and Reward and Punishment Systems on Student Discipline

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ABSTRACT

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This study aims to examine the influence of the social environment, peer groups, and the reward and punishment system on student discipline. A quantitative approach with an ex post facto research design was employed to investigate the relationships among the variables. Data were collected through structured questionnaires administered to students and analyzed using validity and reliability testing, classical assumption tests, multiple linear regression, partial significance (t-test), simultaneous significance (F-test), and the coefficient of determination (R^2). The results demonstrate that the social environment, peer groups, and the reward and punishment system each have a positive and statistically significant influence on student discipline, both individually and collectively. Among these factors, a supportive social environment and constructive peer interactions strengthen students' adherence to school rules, while the consistent implementation of a fair reward and punishment system reinforces disciplined behavior. These findings suggest that student discipline is shaped not only by individual factors but also by external social and institutional influences. The study implies that schools should establish collaborative partnerships with families and the wider community while implementing consistent disciplinary policies to create a positive educational environment that promotes sustainable disciplinary behavior and supports students' character development.

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INTRODUCTION

Student discipline has become one of the most pressing concerns in educational systems worldwide because it serves as a fundamental prerequisite for effective teaching, meaningful learning, and sustainable character development (Adzimah, 2024; Holidi, 2026; Kusumawati, 2026). Contemporary education no longer emphasizes academic achievement alone but also prioritizes the cultivation of responsible, self-regulated, and socially competent individuals who are capable of adapting to increasingly complex social environments.

Student discipline represents the internalization of values that encourage learners to respect rules, manage their behavior, and fulfill academic responsibilities voluntarily rather than merely responding to external control (Fitriani, 2025; Mohlas, 2025; Nadhifah, 2026). Educational research consistently demonstrates that disciplined students exhibit stronger academic engagement, higher learning achievement, improved emotional regulation, and more positive social interactions. Conversely, weak disciplinary behavior contributes to classroom disruption, declining academic performance, school absenteeism, and increased behavioral misconduct, ultimately reducing the effectiveness of educational institutions in achieving their objectives (Hikmah, 2026; Kunta, 2025; Najiburohman, 2025). Because discipline influences both individual development and institutional performance, identifying the factors that promote disciplined behavior has become an important issue for educators, policymakers, and researchers seeking to improve educational quality and strengthen character education in the twenty-first century.

The relationship between environmental factors and student discipline can be understood through several complementary theoretical perspectives. Bronfenbrenner's Ecological Systems Theory explains that students develop through continuous interactions with interconnected environmental systems, including family, school, peers, and the wider community (Albustomi, 2025; Ni'am, 2025; Rahman, 2025). Consequently, a supportive social environment is expected to facilitate the development of positive behavioral norms and responsible attitudes. Meanwhile, Bandura's Social Learning Theory argues that adolescents acquire behavior through observation, imitation, and reinforcement from significant individuals, particularly peers who become increasingly influential during adolescence. Positive peer groups therefore encourage conformity toward desirable behaviors, whereas negative peer interactions may increase the likelihood of disciplinary violations. Furthermore, Skinner's Operant Conditioning Theory proposes that behavior is strengthened through reinforcement and weakened through appropriate consequences (Khofsah, 2025; Rahman, 2026; Shoha, 2026). Accordingly, the consistent implementation of reward and punishment systems reinforces desirable behavior while discouraging misconduct. Collectively, these theories suggest that student discipline is not solely determined by individual characteristics but emerges from dynamic interactions between social environments, interpersonal relationships, and institutional behavioral reinforcement mechanisms.

Although governments and educational institutions have continuously promoted character education, student discipline remains a persistent challenge across many schools. Cases of tardiness, absenteeism, classroom disruption, disregard for school regulations, academic irresponsibility, and disrespect toward teachers continue to be reported, indicating that disciplinary values have not been effectively internalized by many students (Hikmah & Mudarris, 2026;

Holidi, 2025; Manshur, 2026). This situation has become increasingly concerning because adolescence is a developmental stage characterized by heightened sensitivity to environmental influences and peer acceptance. Preliminary observations conducted at Sinar Husni Senior High School, Labuhan Deli, revealed several disciplinary concerns among Grade XII students, including repeated lateness, non-compliance with school appearance regulations, and inattentive classroom behavior. These findings suggest that disciplinary problems cannot simply be attributed to students' personal attitudes but should also be examined from broader ecological perspectives involving social environments, peer interactions, and institutional disciplinary practices. Therefore, understanding how these external factors collectively shape disciplinary behavior is essential for designing comprehensive educational interventions capable of promoting sustainable behavioral change.

Previous empirical studies have investigated several determinants of student discipline and generally concluded that environmental factors contribute significantly to students' behavioral development. Falya Utami Putri and Rr. Sri Kartikowati (2025) found that family and peer environments significantly improve students' learning discipline by encouraging responsible academic behavior. Similarly, Utami et al. (2024) reported that positive peer interactions increase students' adherence to school regulations through mutual encouragement and behavioral modeling. Other studies also emphasize the importance of school environments in strengthening discipline through teacher role modeling, positive school culture, and consistent social control mechanisms. Meanwhile, Maspupah (2022) and Sintya Marwati and Ai Nur Solihat (2024) demonstrated that reward and punishment systems effectively reinforce disciplined behavior by encouraging compliance with institutional rules. These findings collectively indicate that environmental and behavioral reinforcement factors are important predictors of student discipline. However, previous studies largely examined these variables separately, resulting in fragmented explanations regarding how multiple determinants simultaneously shape students' disciplinary behavior.

Despite considerable progress in understanding student discipline, several important gaps remain unresolved. First, most previous studies investigated either social environment, peer influence, or reward and punishment independently, limiting comprehensive understanding of their combined influence. Second, existing findings were obtained from different educational settings, educational levels, and institutional cultures, reducing the generalizability of previous conclusions to senior high schools with distinct disciplinary contexts. Third, relatively few studies have integrated ecological, social learning, and behavioral reinforcement perspectives into a unified analytical framework capable of explaining student discipline comprehensively. Addressing these limitations, the present study develops an integrated model

that simultaneously examines the influence of the social environment, peer groups, and reward and punishment systems on student discipline among senior high school students. This integrated perspective represents the novelty of the study by providing broader empirical evidence regarding the interaction of social, interpersonal, and institutional determinants in shaping disciplined behavior and enriching educational management literature concerning student character development.

Based on the identified theoretical and empirical gaps, this study seeks to determine whether the social environment, peer groups, and reward and punishment systems significantly influence student discipline, both individually and simultaneously. The study proposes four hypotheses: H1, the social environment positively affects student discipline; H2, peer groups positively affect student discipline; H3, reward and punishment systems positively affect student discipline; and H4, the three independent variables simultaneously exert a significant positive influence on student discipline. These hypotheses are developed from the assumption that disciplined behavior results from continuous interactions between environmental support, social learning processes, and behavioral reinforcement. The findings are expected to contribute theoretically by integrating three major behavioral perspectives into a single explanatory framework and empirically by providing evidence regarding the determinants of student discipline in senior high schools. Practically, the results are expected to assist school leaders, teachers, and policymakers in designing integrated disciplinary policies that strengthen school culture, encourage positive peer relationships, and implement fair reward and punishment systems to foster sustainable student character development.

RESEARCH METHODS

This study employed a quantitative research approach using an ex post facto design to examine the influence of the social environment, peer groups, and the reward and punishment system on student discipline (Ghanad, 2023; Gul, 2023; Sardana et al., 2023). A quantitative approach was selected because it enables the measurement of relationships among variables objectively through statistical analysis and facilitates hypothesis testing based on empirical data. Since the independent variables had naturally occurred and were not manipulated by the researcher, the ex post facto design was considered the most appropriate research design. According to Sugiyono (2013), quantitative research emphasizes the collection of numerical data that can be analyzed statistically to explain relationships between variables and to test predetermined hypotheses. The research was conducted at Sinar Husni Senior High School, Labuhan Deli, from November 2025 to January 2026, covering the stages of instrument development, research permission, questionnaire administration, data collection,

statistical analysis, and report preparation. Conducting these stages systematically ensured the validity, consistency, and scientific credibility of the research findings.

The population of this study consisted of all Grade XII students of Sinar Husni Senior High School, Labuhan Deli, during the 2025/2026 academic year, totaling 71 students. Because the population possessed relatively homogeneous characteristics in terms of educational level and learning environment, a simple random sampling technique was employed to provide each student with an equal opportunity to be selected as a research participant. To ensure proportional representation of each class, proportional random sampling was subsequently applied in determining the number of respondents from each class. Based on the proportional allocation, the final research sample consisted of 60 students, including 24 students from Class XII Science 1, 19 students from Class XII Science 2, and 17 students from Class XII Social Science. This sampling procedure was expected to minimize sampling bias while ensuring that the collected data accurately represented the characteristics of the study population.

Data were collected using a structured questionnaire designed to measure four research variables, namely the social environment, peer groups, reward and punishment systems, and student discipline. The questionnaire consisted of closed-ended statements measured using a five-point Likert scale ranging from strongly disagree to strongly agree. Prior to data collection, the instrument underwent validity and reliability testing to ensure its adequacy as a research instrument. Item validity was examined using the Pearson Product Moment correlation, while reliability was assessed through Cronbach's Alpha coefficient using IBM SPSS Statistics. Questionnaire items were considered valid when the correlation coefficient exceeded the critical value, whereas the instrument was regarded as reliable when the Cronbach's Alpha coefficient was at least 0.70, indicating satisfactory internal consistency. These procedures ensured that the instrument accurately measured each construct and produced consistent responses across participants.

The collected data were analyzed using IBM SPSS Statistics through several stages of statistical analysis. Descriptive statistics were first employed to describe the characteristics and distribution of each research variable. Subsequently, instrument testing and classical assumption tests, including normality, multicollinearity, and heteroscedasticity tests, were conducted to ensure that the data satisfied the assumptions required for multiple linear regression analysis. Hypothesis testing was then performed using multiple linear regression to examine the influence of the social environment, peer groups, and reward and punishment systems on student discipline. Partial effects of each independent variable were evaluated using the t-test, while the simultaneous

effect of all independent variables was assessed using the F-test. In addition, the coefficient of determination (R^2) was calculated to determine the proportion of variance in student discipline explained by the independent variables. These analytical procedures enabled comprehensive evaluation of both individual and collective effects of the proposed predictors, thereby providing empirical evidence to address the research objectives and test the proposed hypotheses.

RESULTS AND DISCUSSION

Results

Validity Test

Validity testing was conducted to determine the ability of each statement item to accurately measure the research variables. Validity testing in this study used the Pearson Product Moment correlation with the assistance of IBM SPSS Statistics. Each statement item was declared valid if it met the criteria of a calculated r value $>$ r table at a significance level of 5% or had a significance value (Sig.) of less than 0.05. This testing was conducted on all statement items representing the variables of the social environment (X_1), peers (X_2), reward and punishment system (X_3), and student discipline (Y).

Table 1. Validity of Social Environment Variables

Variables	R count	R Table	Information
Social Environment (X_1)			
X1.1	0,660	0,254	Valid
X1.2	0,673	0,254	Valid
X1.3	0,758	0,254	Valid
X1.4	0,701	0,254	Valid
X1.5	0,681	0,254	Valid
X1.6	0,528	0,254	Valid

Data processed: 2026

Based on the validity test results in the table above, all questions on variable X_1 , namely the social environment, are valid. This is because the calculated R correlation value is greater than the table R value, which is 0.254.

Table 2. Validity of Peer Variables

Variables	R count	R Table	Information
Friends of the same age (X_2)			
X2.1	0,498	0,254	Valid
X2.2	0,693	0,254	Valid
X2.3	0,750	0,254	Valid
X2.4	0,688	0,254	Valid
X2.5	0,836	0,254	Valid

X2.6	0,509	0,254	Valid
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Data processed: 2026

Based on the validity test results in the table above, all questions on variable X2, namely peers, are valid. This is because the calculated R correlation value is greater than the table R, which is 0.254.

Table 3. Validity of the Reward and Punishment System Variable

Variables	R count	R Table	Information
Reward and Punishment System (X3)			
X3.1	0,568	0,254	Valid
X3.2	0,775	0,254	Valid
X3.3	0,631	0,254	Valid
X3.4	0,758	0,254	Valid
X3.5	0,530	0,254	Valid
X3.6	0,839	0,254	Valid

Data processed: 2026

Based on the validity test results in the table above, all questions on variable X3, namely the reward and punishment system, are valid. This is because the calculated R correlation value is greater than the R table, which is 0.254.

Table 4. Validity of the Student Discipline Variable

Variables	R count	R Table	Information
Student Discipline (Y)			
Y1	0,792	0,254	Valid
Y2	0,758	0,254	Valid
Y3	0,655	0,254	Valid
Y4	0,690	0,254	Valid
Y5	0,576	0,254	Valid
Y6	0,602	0,254	Valid

Data processed: 2026

Reliability Test

After all items were declared valid, a reliability test was conducted to determine the level of consistency of the research instrument. The test was conducted using the Cronbach's Alpha method using the IBM SPSS Statistics application. An instrument is considered reliable if its Cronbach's Alpha value is greater than 0.60, thus producing consistent data when used under relatively similar conditions.

The test results showed that the social environment variable (X_1) obtained a Cronbach's Alpha value of 0.745, the peer group variable (X_2) a value of 0.746,

the reward and punishment system variable (X_3) a value of 0.774, and the student discipline variable (Y) a value of 0.767. All of these values were above the minimum reliability threshold, thus declaring the entire research instrument reliable.

These reliability values indicate that each variable has a good level of internal consistency. The social environment, peer group, and reward and punishment system variables demonstrated good reliability because each item consistently measured the same construct. Meanwhile, the student discipline variable also demonstrated an adequate level of reliability, making it suitable for use in research. Overall, the results of the reliability test prove that the research instrument has met the requirements as a consistent and reliable measuring tool in collecting research data.

Table 6. Reliability Test

Variables	Cronbach's Alpha	Information
Social Environment (X_1)	0,745	Reliable
Peers (X_2)	0,746	Reliable
Reward and Punishment System (X_3)	0,774	Reliable
Student Discipline (Y)	0,767	Reliable

Source: Data processed using IBM SPSS Statistics.

Classical Assumption Test

Before conducting multiple linear regression analysis, a classical assumption test was first performed to ensure that the regression model met statistical requirements. This test aimed to determine whether the research data met the assumptions of normality, whether there was no multicollinearity between independent variables, and whether there were no symptoms of heteroscedasticity. All tests were conducted using IBM SPSS Statistics to ensure the regression model produced accurate and scientifically sound analysis results.

Normality Test

A normality test was conducted to determine whether the residual data in the regression model was normally distributed. The test used the One Sample Kolmogorov-Smirnov Test, based on the decision-making process: data are normally distributed if the significance value (Asymp. Sig. (2-tailed)) is greater than 0.05. Normality testing is a key requirement in multiple linear regression analysis because a normal residual distribution will produce a regression model that better explains the relationships between research variables.

Based on the results of the normality test in the IBM SPSS Statistics output,

the significance value obtained was greater than 0.05, thus the research residuals were declared normally distributed. By meeting the normality assumption, the regression model meets one of the basic requirements for multiple linear regression analysis. These results indicate that the research data meets the assumption of a normal distribution, allowing subsequent analysis to proceed without requiring data transformation.

Multicollinearity Test

A multicollinearity test is conducted to determine whether there is a strong relationship between the independent variables in the regression model. A good regression model is one that does not exhibit multicollinearity, allowing each independent variable to clearly explain its influence on the dependent variable. The test is conducted by examining the Tolerance and Variance Inflation Factor (VIF) values in the IBM SPSS Statistics output. A regression model is declared free of multicollinearity if the Tolerance value is greater than 0.10 and the VIF value is less than 10.

The test results indicate that all independent variables have Tolerance values above 0.10 and VIF values below 10. Therefore, the variables of social environment, peers, and reward and punishment systems do not have a strong linear relationship with each other. These results indicate that the regression model meets the multicollinearity assumption, allowing each independent variable to independently explain its influence on student discipline.

Multiple Linear Regression Analysis

After all classical assumptions were met, the analysis continued using multiple linear regression to determine the extent of the influence of the social environment (X_1), peers (X_2), and the reward and punishment system (X_3) on student discipline (Y). This analysis was conducted using IBM SPSS Statistics based on the regression equation model established in the research methodology. Based on the multiple linear regression output obtained through IBM SPSS Statistics, the regression model generated constant values and regression coefficients for each independent variable. These coefficients indicate the direction and magnitude of the influence of the social environment, peers, and reward and punishment system on student discipline. A positive regression coefficient indicates that an increase in the independent variable is followed by an increase in student discipline, while a negative coefficient indicates an inverse relationship. Further interpretation of the influence of each variable was conducted through partial tests (t-tests) and simultaneous tests (F-tests),

presented in the following sections.

Hypothesis Testing

Hypothesis testing was conducted to determine whether the social environment (X_1), peer group (X_2), and reward and punishment system (X_3) variables influence student discipline (Y). Testing was conducted using partial tests (t-tests) and simultaneous tests (F-tests) using the IBM SPSS Statistics application. Partial tests were used to determine the effect of each independent variable on the dependent variable individually, while simultaneous tests were used to determine the effect of all independent variables collectively on student discipline.

Partial Test (t-Test)

A partial test was conducted to examine the influence of each independent variable on student discipline individually. The basis for decision-making in this study was that if the significance value (Sig.) was less than 0.05 or the calculated t-value was greater than the t-table, the hypothesis was accepted. Conversely, if the significance value was greater than 0.05 or the calculated t-value was less than the t-table, the hypothesis was rejected.

Based on the test results using IBM SPSS Statistics, each independent variable displayed a regression coefficient, calculated t-value, and significance level, which served as the basis for determining whether to accept or reject the research hypothesis. These results provide an overview of the significant contribution of the social environment, peers, and reward and punishment systems to student discipline partially. Further interpretation of these test results is discussed in the discussion section, according to each research hypothesis.

Simultaneous Test (F Test)

A simultaneous test was conducted to determine whether the social environment, peer group, and reward and punishment system variables jointly influence student discipline. The basis for making a decision in the simultaneous test is that if the Sig. value is <0.05 or the calculated F value is $>F$ table, the hypothesis is accepted. Conversely, if the Sig. value is >0.05 or the calculated F value is $<F$ table, the hypothesis is rejected.

The results of the simultaneous test indicate that the regression model used is capable of explaining the relationship between the independent variables and the dependent variable as a whole. Thus, the influence of the social environment, peers, and reward and punishment system on student discipline

can be analyzed jointly through the constructed regression model. The results of this test serve as the basis for concluding whether all independent variables collectively have a significant influence on student discipline.

Test Results of the Influence of Peer Groups on Student Discipline

The second hypothesis test was conducted to determine whether the peer group variable (X_2) influences student discipline (Y) at the Sinar Husni Education Foundation. This test was conducted using a partial t-test through multiple linear regression analysis using IBM SPSS Statistics at a significance level of 5% ($\alpha = 0.05$). The partial t-test is used to measure the extent to which each independent variable individually explains changes in the dependent variable. Thus, the results of this test provide an overview of the peer group variable's contribution to student discipline formation without being influenced by other independent variables.

Based on the analysis results presented in Table 1, the peer group variable has a calculated t-value of 3.368, while the t-table value is 2.002. Furthermore, a significance value (Sig.) of 0.001 was obtained. The results indicate that the calculated t-value is greater than the t-table ($3.368 > 2.002$) and the significance value is less than 0.05 ($0.001 < 0.05$). This significance value, which is below the research margin of error, indicates that the relationship between peer variables and student discipline is not a coincidence but rather a statistically significant relationship.

Based on the decision-making criteria in the partial test, if the significance value is less than 0.05 and the calculated t-value is greater than the t-table, then the alternative hypothesis (H_2) is accepted and the null hypothesis (H_0) is rejected. Therefore, the results of this study prove that peer variables partially have a positive and significant influence on student discipline at the Sinar Husni Education Foundation. The acceptance of the second hypothesis indicates that the presence of peers is a contributing factor to the development of student discipline.

This positive influence indicates that the better the quality of students' relationships and interactions with their peer groups, the higher their level of discipline. Conversely, if students are in a peer environment that is less supportive of developing positive behavior, their tendency to comply with school rules will also decrease. Therefore, changes in the quality of peer relationships will be followed by changes in student discipline levels.

Statistically, the calculated t-value of 3.368 is the highest compared to the calculated t-values for the social environment and reward and punishment

systems variables. This condition indicates that the peer variable has a relatively stronger influence on student discipline than the other two independent variables in this study. This finding indicates that interaction between students is one of the dominant factors influencing student disciplinary behavior in the school environment.

The results of this analysis also show that positive relationships between students can foster a culture of discipline in schools. Students who are in groups of friends who habitually comply with school rules are more likely to follow suit. Conversely, if students join groups that frequently violate rules, the likelihood of indiscipline behavior also increases. Therefore, peer groups play a crucial role in shaping students' daily habits. Based on the results of this study, it can be concluded that peer variables significantly contribute to improving student discipline at the Sinar Husni Education Foundation. By accepting the second hypothesis (H2), it can be stated that peers are a factor that significantly influences student discipline. These empirical findings then serve as the basis for a more in-depth discussion by linking the research results to relevant theories, previous research, and empirical conditions encountered during the research process.

Test Results of the Effect of the Reward and Punishment System on Student Discipline

The third hypothesis was tested to determine whether the reward and punishment system (X_3) affects student discipline (Y) at the Sinar Husni Education Foundation. The test was conducted using a partial t-test through multiple linear regression analysis using IBM SPSS Statistics at a significance level of 5% ($\alpha = 0.05$). This test aimed to determine the extent of the individual influence of the reward and punishment system on student discipline while controlling for the influence of other independent variables in the research model.

Based on the results of the regression analysis, as presented in Table 1, the calculated t-value was 2.763, while the t-table value was 2.002. Furthermore, a significance value (Sig.) was 0.008. These results indicate that the calculated t-value is greater than the t-table ($2.763 > 2.002$) and the significance value is less than 0.05 ($0.008 < 0.05$). These results demonstrate that the relationship between the reward and punishment system and student discipline has a high level of significance, making it suitable for decision-making regarding the research hypothesis.

Based on the hypothesis testing criteria, if the significance value is less

than 0.05 and the calculated t-value is greater than the table t-value, the alternative hypothesis (H3) is accepted and the null hypothesis (H2) is rejected. Therefore, it can be concluded that the reward and punishment system has a partial positive and significant effect on student discipline at the Sinar Husni Education Foundation. These results indicate that the implementation of the reward and punishment system is a factor capable of improving student discipline.

This positive effect indicates that the better the implementation of the reward and punishment system in schools, the higher the level of student discipline. Conversely, if rewards and punishments are applied inconsistently or unfairly, the effectiveness of instilling student discipline will decrease. In other words, the success of instilling discipline is influenced not only by the existence of school rules but also by the consistency of the application of consequences for each student's behavior.

The calculated t-value of 2.763 indicates that the reward and punishment system has a significant influence on student discipline, although the magnitude of this influence is still lower than that of the peer variable. This indicates that the application of rewards and punishment remains a crucial component in developing a disciplined character, but its effectiveness will be optimal if supported by a conducive social environment and positive peer relationships.

The results of this analysis also illustrate that the mechanism of awarding rewards to high-achieving students and the application of educational punishments for violations of rules can foster students' awareness of complying with school rules. With clear consequences for each behavior, students will better understand the importance of responsibility, compliance with rules, and the values of discipline applied in the school environment.

Based on the overall test results, it can be concluded that the reward and punishment system variables have a positive and significant influence on student discipline at the Sinar Husni Education Foundation. With the acceptance of the third hypothesis (H3), the results of this study indicate that the implementation of an objective, consistent, and educational reward and punishment system is an effective strategy for improving student discipline. These empirical results will then be analyzed further in the discussion section by linking them to theory, previous research results, and conditions found during the research.

Discussion

The findings of this study demonstrate that the social environment has a positive and statistically significant influence on student discipline at the Sinar

Husni Education Foundation, indicating that students who experience supportive interactions within their family, school, and community are more likely to demonstrate disciplined behavior. This result is consistent with the argument of Barnett and Casper (2001), who emphasized that the social environment constitutes the overall social conditions shaping individual attitudes and behaviors. Likewise, Tamara (2016) argued that the social environment functions as the primary context through which individuals acquire values, norms, and behavioral patterns through interaction, habituation, and role modeling. These findings also support Albert Bandura's Social Learning Theory, which explains that individuals learn appropriate behavior by observing significant people within their surroundings. Empirical observations at the Sinar Husni Education Foundation further strengthen this interpretation, as the school has established disciplinary regulations, teacher role modeling, and a positive school culture that encourage responsible behavior, although several students still violate school rules, indicating that family and community influences remain equally important. A supportive social environment significantly contributes to the development of student discipline (Khair, 2025; Nhlakanipho et al., 2025; Rawasiyah Rawasiyah, 2025). Theoretically, these findings reinforce ecological and social learning perspectives by confirming that disciplinary behavior develops through continuous interaction with multiple social environments rather than through individual characteristics alone. Practically, the results suggest that strengthening student discipline requires sustained collaboration among schools, families, and communities to establish consistent behavioral expectations and reinforce disciplinary values across different social contexts.

The results further reveal that peer groups significantly and positively influence student discipline, confirming that adolescents' behavioral development is strongly shaped by interactions with classmates and friendship networks. This finding supports the perspective of Nini Sri Wahyuni (2016), who argued that peers substantially influence adolescents' attitudes and behavioral development because of the intensity of their daily interactions. Similarly, Nasution and Islam (2018) explained that peer groups function as important socialization agents that transmit norms, values, and responsibilities among group members. These findings are also consistent with Albert Bandura's Social Learning Theory, which proposes that observational learning and behavioral imitation occur naturally within social interactions, particularly during adolescence when peer acceptance becomes increasingly important. Field observations indicated that most students at the Sinar Husni Education Foundation formed constructive friendships characterized by mutual reminders

regarding assignments, attendance, and school regulations, although some peer groups continued to engage collectively in disciplinary violations. This evidence suggests that peer influence may function as either a protective factor or a risk factor depending on the prevailing behavioral norms within the group. A positive associations between peer relationships and student discipline (Ataman, 2024; Fanani & Hidayah, 2024; Khusnuridlo & Fauzi, 2024; Sholihah & Imam, 2025). From a theoretical perspective, the study extends social learning theory by providing empirical evidence that peer influence remains a critical determinant of disciplined behavior in senior high school settings. Practically, schools should promote collaborative learning, extracurricular participation, and student leadership programs that cultivate positive peer cultures capable of encouraging responsible behavior.

Another important finding of this study is that the reward and punishment system exerts a positive and significant influence on student discipline, suggesting that appropriate behavioral reinforcement effectively promotes students' compliance with school regulations. This finding supports Febianti (2018), who argued that rewards enhance students' motivation and strengthen desirable behavior through positive reinforcement. Likewise, Aflizah and Hasri (2024) maintained that educational punishment contributes to behavioral improvement when implemented fairly, consistently, and proportionally rather than punitively. The present findings also provide empirical support for B.F. Skinner's Operant Conditioning Theory, which explains that behaviors receiving positive reinforcement are more likely to be repeated, whereas behaviors followed by negative consequences gradually decrease. At the Sinar Husni Education Foundation, observations revealed that the school consistently implements recognition through certificates, awards, and opportunities for organizational leadership while simultaneously applying educational sanctions such as verbal warnings, counseling sessions, and parental involvement according to the severity of disciplinary violations. Such practices demonstrate that disciplinary systems emphasizing both appreciation and corrective guidance can effectively shape students' behavioral patterns. These results are consistent with previous studies by Sintya Marwati (2024) and Ritonga (2024), which similarly concluded that reward and punishment mechanisms significantly improve student discipline. Theoretically, these findings strengthen behavioral learning theory by confirming the effectiveness of reinforcement mechanisms within educational institutions. Practically, schools should continue implementing transparent, objective, and educational reward and punishment systems that prioritize character formation rather than merely enforcing

compliance.

When analyzed simultaneously, the social environment, peer groups, and the reward and punishment system collectively demonstrate a positive and significant influence on student discipline, indicating that disciplined behavior emerges through the interaction of multiple ecological and institutional factors rather than from any single determinant. This finding is consistent with Ki Hajar Dewantara's Three Centers of Education, which emphasizes the complementary roles of family, school, and society in shaping students' character development. Similarly, Bronfenbrenner's Ecological Theory explains that individual development is influenced by interconnected environmental systems operating simultaneously, while Bandura's Social Learning Theory highlights that social interactions continuously reinforce behavioral patterns through observation and imitation. The findings therefore suggest that disciplinary behavior is the product of reciprocal relationships between supportive social environments, constructive peer interactions, and institutional reinforcement mechanisms. The identified these variables as important determinants of student discipline (Barokah, 2025; Khotimah & Suhermanto, 2024; Muharromah, 2025). However, unlike previous studies that examined these factors separately, the present study integrates all three variables into a single analytical framework, thereby providing a more comprehensive explanation of the multidimensional processes underlying disciplinary behavior among senior high school students.

Overall, this study contributes both theoretically and practically to the field of educational management and character education. Theoretically, it enriches existing literature by integrating Bronfenbrenner's Ecological Systems Theory, Bandura's Social Learning Theory, Skinner's Operant Conditioning Theory, and Ki Hajar Dewantara's Three Centers of Education into a comprehensive explanatory model of student discipline. This integrated framework demonstrates that disciplinary behavior develops through the interaction of environmental support, interpersonal learning processes, and institutional behavioral reinforcement rather than through isolated influences. Consequently, the study expands current understanding of student discipline by providing empirical evidence that these factors operate simultaneously in shaping students' responsible behavior. Practically, the findings provide valuable recommendations for school leaders, teachers, parents, and educational policymakers to strengthen disciplinary culture through collaborative partnerships among schools, families, and communities, the cultivation of positive peer environments, and the consistent implementation of fair reward and punishment systems. Such integrated strategies are expected not only to

improve students' compliance with school regulations but also to foster long-term character development, self-regulation, and responsible citizenship, thereby supporting the broader goals of sustainable educational quality improvement.

CONCLUSION

This study concludes that the social environment, peer groups, and the reward and punishment system each exert a positive and significant influence on student discipline, both individually and simultaneously, among Grade XII students at Sinar Husni Senior High School, Labuhan Deli. The findings highlight that student discipline is not merely the result of individual responsibility but is shaped through the interaction of supportive social environments, constructive peer relationships, and consistent behavioral reinforcement. This study contributes to educational management literature by integrating ecological, social learning, and behaviorist perspectives into a comprehensive model for explaining student discipline, thereby providing broader empirical evidence regarding the multidimensional nature of disciplinary behavior. Nevertheless, this research is limited to a single senior high school, focuses on three explanatory variables, and relies on self-reported questionnaire data collected within a relatively short period, which may restrict the generalizability of the findings. Future research is recommended to involve more diverse educational settings, incorporate additional determinants such as parenting style, school climate, or self-regulation, and employ mixed-methods or longitudinal approaches to obtain a more comprehensive understanding of student discipline.

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