# IMPLEMENTATION OF SCHOOL RULES IN FORMING STUDENTS' DISCIPLINED CHARACTER

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## Abstract

This study aims to describe the implementation of school rules and regulations in developing students' disciplinary character at MTs Sholihiyyah Kalitengah, Mranggen, Demak, and to analyse the impact of these implementations. Using a descriptive qualitative approach, data were collected through observation, interviews, and documentation, and validated through source and technique triangulation. The findings indicate that school rules and regulations are consistently implemented through daily habituation activities such as morning assembly, religious practices, literacy programmers, and cleaning duties. Teachers' exemplary behavior, structured supervision, and the application of educational sanctions play a significant role in internalising disciplinary values among students. The implementation of these rules positively affects students' time discipline, neatness, manners, and academic as well as social responsibility. However, this study is limited to a single Islamic junior high school, and therefore the findings are not intended to be generalised to other educational contexts. Nevertheless, the results suggest that the continuous enforcement of school rules, supported by teachers' role modelling and school-wide commitment, can serve as a practical framework for strengthening students' disciplinary character in similar educational settings.

**Keywords:** School Rules and Regulations, Student Discipline, Character Education, Rule Implementation

| INTRODUCTION | مقدمة |
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Education is the key to character formation (Khasanah & Fatimah, 2023). Instilling character education values aims to guide students to make wise decisions and apply them in their daily lives, thereby making a positive contribution to their environment (Sukari et al., 2023). One fundamental character trait that must be instilled from an early age is discipline (Lestari & Jf, 2025). Discipline is essential for children to function as social beings whose lives are constantly in contact with the wider community (Yunita & Rofiyarti, 2017). Without discipline, the educational ideals enshrined in Law Number 20 of 2003 concerning the National Education System, namely, developing faithful individuals, pious, have noble character, are capable, creative, independent, and responsible, are difficult to achieve (Sobri et al., 2019).

In schools, the development of discipline is realised through the implementation of rules and regulations. Discipline is understood as the inner and character training to obey applicable rules (Harita et al., 2022). School rules and regulations are not merely a collection of administrative regulations, but rather behavioural guidelines that guide students' lives so that

they run orderly and in accordance with educational goals (Mabuka, 2021). Madrasahs are one of the educational institutions that contribute significantly to the formation of student morals and discipline (Rispandi et al., 2025). Through rules and regulations, students are accustomed to arriving on time, dressing appropriately, maintaining good manners, and participating in lessons diligently. Daily activities at school are also an effective medium for developing discipline (Zahra & Fathoni, 2024).

From a theoretical perspective, the development of disciplinary character in schools can be understood through habituation theory and socialization theory. Habituation theory emphasises that character is formed through repeated practices embedded in daily routines, enabling values such as discipline to be gradually internalised by students. Meanwhile, socialization theory views schools as formal institutions that transmit norms and values through structured interactions between students, teachers, and institutional systems. In this context, school rules and regulations function as instruments of socialization that guide students' behaviour through consistent implementation and supervision.

However, the world of education currently faces increasingly complex problems in the era of globalisation (Ficky & Sukari, 2024). Various schools in Indonesia demonstrate fundamental problems that have not been optimally addressed (Irwansa & Maf'ul, 2016). These include the weakening of students' faith, morals, and character, especially at the elementary level (Sanusi & Sukari, 2025). This phenomenon is evident in various student disciplinary violations, such as arriving late, violating dress codes, neglecting assignments, and disrespecting teachers and peers (Siregar, 2024). This situation illustrates the gap between normative expectations and the reality on the ground. Many factors contribute to violations of school rules (Anggraini & Subadi, 2016). One of the dominant factors is the lack of consistency in implementing school regulations, both in terms of supervision and enforcement of sanctions (Aprilyanto et al., 2025). Furthermore, many students perceive discipline only as an obligation due to fear of punishment, rather than an intrinsic awareness. The influence of the environment outside the school, such as family and digital technology, also further exacerbates the challenge of developing discipline (Syawala, 2025). Parental support, ideally intended to act as role models and school partners, is often suboptimal, for example, through overly lax parenting styles or excessive use of gadgets, which can lead students to habitually ignore rules (Nizar et al., 2025). These factors confirm that the implementation of regulations as an instrument for developing discipline faces serious obstacles (Trisnawati, 2013).

Previous studies on student discipline generally focused on the role of teachers, character-based learning strategies, or parental involvement in developing discipline (Prasetiya & Cholily, 2021). However, studies specifically examining how discipline is implemented in students' daily lives, its effectiveness in developing disciplined character, and its supporting and inhibiting factors are still limited. This creates a research gap that needs to be filled through a more comprehensive study. This gap becomes even more relevant when related to the conditions at Madrasah Tsanawiyah Sholihiyyah Kalitengah Mranggen, Demak. As an Islamic educational institution committed to developing a generation with noble character, this madrasah has established discipline that covers discipline in attendance, dress, worship, and daily behaviour (Sari, 2024). However, based on initial observations, violations such as tardiness, non-compliance with certain obligations, and lack of awareness in adhering to the rules remain. This indicates that the implementation of discipline has not been effective in shaping students' disciplined character as expected.

The persistent violations of rules and the weak consistency in the implementation of the

rules indicate obstacles both from internal factors within the students and from within the school system. Weak student awareness, lack of intensive supervision, and minimal periodic evaluation and monitoring are some of the issues that require further study (Trisnawati, 2013). Thus, research is needed that examines the process of implementing rules in more depth, their effectiveness in fostering discipline, and the supporting and inhibiting factors in their implementation. Therefore, research on the implementation of school rules in fostering students' disciplined character at MTs Sholihiyyah Kalitengah, Mranggen, Demak, is important and relevant. This research is expected to provide theoretical contributions to the development of character education studies, as well as practical contributions for schools in evaluating and improving rules and policies so that the goal of fostering disciplined character can be optimally achieved.

Unlike previous studies that primarily focus on teachers' roles or instructional strategies, this study specifically examines the daily implementation of school rules as a habituation and socialization process, as well as the internal and external factors that support and hinder its effectiveness. By focusing on a madrasah context, this research provides an empirical contribution to understanding how disciplinary character is developed through institutional practices in Islamic secondary education.

Based on these considerations, this study employs a qualitative approach to explore the implementation of school rules and regulations in fostering students' disciplinary character.

## METHOD | منهج

This study uses a descriptive qualitative approach (Sugiyono, 2017) to describe the implementation of rules and regulations in developing student discipline at MTs Sholihiyyah Kalitengah Mranggen, Demak. Data sources consist of primary data through observation, interviews, and direct interactions with teachers, homeroom teachers, student affairs, and students, and secondary data in the form of rules and regulations documents, violation records, and school administrative documents (Moleong, 2018; Sujarweni, 2020). Informants were selected using purposive sampling and snowball sampling techniques (Yakin et al., 2023). Data were collected through observations of school activities (Sukmadinata, 2012), in-depth interviews (Sutopo, 2006; Sugiyono, 2017), and documentation related to rules and violation records (Moleong, 2018; Ardiansyah et al., 2023).

Data validity was tested through source and technique triangulation (Pratiwi et al., 2022) and standards of credibility, transferability, dependability, and confirmability (Sugiyono, 2017). Data analysis used the Miles & Huberman model, which includes data reduction, data presentation, and conclusion drawing (Miles et al., 1992; Wijaya, 2018; Surakhmad, 1990).

To provide a clearer description of the research participants, in-depth interviews involved the head of the madrasah, the vice principal for student affairs, a guidance and counselling (BK) teacher, several homeroom teachers, and several students from different grade levels. Interviews were conducted face-to-face, with each session lasting approximately 30–60 minutes, to obtain in-depth information regarding the implementation of school rules and disciplinary practices.

## RESULT | نتائج

### Implementation of school regulations at MTs Sholihiyyah Kalitengah, Mranggen, Demak, in shaping students' disciplined character

Based on observations, documentation, and interviews with teachers and students, the implementation of discipline at MTs Sholihiyyah Kalitengah Mranggen Demak has been quite effective and focused in developing students' disciplined character. Every morning, students arrive at a predetermined time, participating in a series of activities such as group prayer, morning assembly, and lesson preparation. These habits indirectly shape students' adherence to time regulations and their understanding of the importance of order (Idayanti & Mufaizah, 2024). Teachers and madrasah staff appear to be quite consistent in supervising attendance, neatness of dress, and student behaviour during learning. From interviews, most students admitted that they initially followed the discipline due to obligations and sanctions, but over time, the rules became habits that they felt were beneficial.

One student explained:

"At first, I followed the rules because I was afraid of sanctions. Over time, I realised that discipline helps me organise my study time and behave better at school." (Student interview).

They felt more organised in managing their study time, more accustomed to maintaining cleanliness, and more respectful of teachers. These findings indicate a stage of internalisation of values, not just formal compliance. This aligns with Lickona's (1992) opinion, which emphasises that character is formed through a consistent process of habituation and is supported by an exemplary environment.

The head of the madrasah stated:

"Discipline is not only about enforcing rules, but about building habits. That is why school regulations are integrated into daily routines such as morning assembly, prayer, and literacy activities so that discipline becomes part of students' character." (Head of Madrasah interview).

Madrasah teachers also reported that student discipline improved when rules were implemented through a persuasive and educational approach, rather than simply through sanctions.

The vice principal for student affairs stated:

"Discipline is applied gradually. Students are first reminded, then guided, and sanctions are used only when necessary to educate, not to punish." (Vice principal for student affairs interview).

Teacher role models are crucial for the success of character education. As Marzuki (2022) noted, character education will be effective if teachers model the values they want to foster in students. At MTs Sholihiyyah, teachers consistently exemplify punctuality, politeness, and orderliness in their work, leading to positive student responses. Observations of school documents indicate that rules are not simply written regulations but are also integrated into various school activities. For example, programs promoting congregational worship, morning literacy activities, classroom cleaning duties, and attitude assessments serve as tools for fostering discipline. Research by Firdaus (2023) suggests that integrating rules into routine school activities is an effective strategy for sustainably instilling discipline.

However, this study also identified several obstacles. Not all students demonstrated the same level of discipline. Some students still committed minor violations such as not wearing complete attire, arriving late, or not paying attention to the rules during class changes. Teachers cited a lack of supervision outside of school and minimal family support as contributing factors to inconsistent disciplinary behaviour.

The guidance and counselling (BK) teacher noted:

"Many students initially obey rules because they are afraid of sanctions. Through counselling, they gradually understand the importance of discipline for their own development." (BK teacher interview).

This aligns with Armini's (2024) findings, which state that character education cannot stand alone in schools; family and environmental support significantly influence the sustainability of disciplined character in students. Furthermore, technological developments also pose challenges. Several students acknowledged that using gadgets at home makes it difficult to manage their time, thus affecting their school discipline. This finding aligns with research by Ramadhani & Suyoto (2024), which shows that controlling technology use is a crucial factor in shaping student discipline in the digital age.

However, overall, the implementation of the rules and regulations at MTs Sholihiyyah has been quite successful. A religious school culture, close teacher-student interaction, and a well-organised learning environment are key contributing factors. Students who regularly participate in these activities demonstrate significant behavioural changes, particularly in terms of time discipline, adherence to rules, and politeness. This reinforces the theory that schools are effective agents of character socialisation if they can create an environment that supports the values they intend to instil (Maryati, 2011).

Ultimately, student discipline isn't shaped solely by coercive rules, but by habituation, role models, a supportive environment, and family involvement. The implementation of the rules at MTs Sholihiyyah demonstrates that discipline can be fostered when rules are consistently implemented and become part of the school culture, not simply an administrative document posted on a classroom wall.

**Table 1.** Implementation of school regulations in forming students' disciplined character

| Results of Implementation of Orderly Regulations | Information | Supporting Interview Excerpt |
|---|---|---|
| The Implementation of the Code of Conduct is Ongoing | Rules regarding attendance, neatness, ethics, and study assignments are routinely implemented in daily activities, thus becoming guidelines for student behaviour. | *"School rules are applied every day through routines such as attendance checking and morning activities so students get used to being disciplined."* (Head of Madrasah) |
| Consistent The Role of Teachers and Homeroom Teachers Is Very Dominant | Teachers serve as role models, supervisors, and primary mentors in fostering student discipline through monitoring attendance, neatness, and classroom behaviour. | *"Teachers must become examples first. When we are disciplined, students follow more easily."* (Vice Principal for Student Affairs) |
| Gradual and Educational Sanction System | Sanctions in the form of reprimands, recording violations, and summoning parents are implemented gradually to foster a sense of discipline without excessive punishment. | *"Sanctions are given step by step, starting from advice, so students understand their mistakes."* (BK Teacher) |
| The School Environment Supports a Culture of Discipline | Religious routines, morning assembly, symbols of rules within the school environment, and a culture of mutual reminders strengthen students' internalisation of discipline. | *"Daily religious and routine activities help discipline become part of the school culture."* (Head of Madrasah) |
| The Implementation of the Code of Conduct Significantly Improves Student Discipline | Students demonstrate improvements in punctuality, neatness, courtesy, and responsibility for both academic and non-academic tasks. | *"Now I am more punctual and responsible because I am used to following the school rules."* (Student) |

Based on the table above, the implementation of rules and regulations at MTs Sholihiyyah Kalitengah Mranggen Demak has been effective in shaping students' disciplined character

through consistent application of rules, teacher role models, an educational sanction system, and support for a religious and orderly school culture. The synergy between school routines, teacher supervision, and internalisation of values in daily activities has resulted in students showing significant improvements in punctuality, neatness, manners, and learning responsibility. This confirms that rules and regulations that are implemented in a structured and continuous manner can be a strategic instrument in fostering discipline as part of student character formation (Putra et al., 2019).

**The Impact of School Code of Conduct Implementation on Building Student Discipline**

The implementation of the code of conduct at MTs Sholihiyyah Kalitengah, Mranggen, Demak, has demonstrated a significant impact on the development of student discipline. Observations during the learning process and routine school activities revealed that students have a more regular attendance pattern and consistently participate in habituation activities such as morning assembly, Koran recitation, group prayer, and cleaning duty. These habits shape mindsets and behaviours that align with the disciplinary values the school seeks to instil. This habituation process is the primary foundation of character education, as Lickona (1992) emphasised that character develops through continuous habituation and through exemplary behaviour models.

One of the most tangible impacts of implementing the rules is improved time management. Teachers noted a significant decrease in the number of students arriving late compared to the previous year. Students realised that tardiness not only results in sanctions but also disrupts their own learning process. This aligns with the findings of Oktaviani et al. (2024), who stated that the implementation of rules has a strong relationship with increased student discipline, with time discipline being the most visible indicator of the effectiveness of a school rule. At MTs Sholihiyyah, the morning assembly routine and strict attendance recording played a major role in this success. From in-depth interviews with students, most stated that they initially complied with the rules out of fear of consequences or sanctions. However, after several months, they began to experience the benefits—for example, more structured study time, a sense of responsibility for themselves, and a sense of pride in being able to carry out school activities in an orderly manner. This internalisation process is an indicator that character education does not stop at formal compliance but transforms into intrinsic values. Marzuki (2022) emphasised that the value of discipline will only be internalised if students see its benefits and receive consistent environmental support.

In terms of social behaviour, the implementation of discipline also has a positive impact, improving manners, communication, ethics, and concern for the school environment. Students are more careful in their behaviour towards teachers and peers, maintain classroom cleanliness, and actively participate in school chores. An orderly school environment with clear rules has been shown to play a crucial role in fostering students' social ethics, as supported by research by Zakiah (2021), which found that an orderly school culture fosters a sense of collective responsibility and reinforces positive student behaviour. Teachers also play a central role in the successful implementation of school rules. Teachers' exemplary behaviour in terms of punctuality, neat dress, and consistency in enforcing rules helps students view them not merely as rules but as standards of behaviour shared by adults in the school environment. Marzuki (2022) emphasised that teachers are the primary role models in character education, and without them, internalisation of values is difficult. At MTs Sholihiyyah, the close teacher-student relationship and humanistic approach ensure effective implementation of school rules without creating an atmosphere of fear.

In addition to exemplary behaviour, the sanction mechanisms implemented by schools also impact student behaviour change. The sanctions used are educational, tiered, and encourage students to improve themselves. For example, verbal reprimands, reflective assignments, written warnings, and even summoning parents for repeated violations. Sanctions are not given to punish, but rather to educate. This aligns with the findings of Asmira et al. (2022), who demonstrated that educational punishment is more effective in building discipline without causing trauma or resistance in students. In several cases, students reported that the experience of being reprimanded or having corrective assignments made them more aware of their mistakes and motivated them not to repeat them.

School environmental support also emerged as a key factor strengthening the impact of discipline. An orderly school organisational structure, communication between teachers, homeroom teachers, and student affairs, and the provision of resources such as discipline boards, advice banners, and character posters, provide visual reinforcement that helps build discipline. Religious activities, morning literacy, and group prayer before lessons are part of the hidden curriculum that indirectly shapes student behaviour. This aligns with Yogi (2019), who emphasised that discipline will be effective when integrated into routine school activities, not just in administrative documents.

However, this study also identified several challenges. First, there are still differences in discipline levels among students. Students with low self-control or those from families with minimal supervision tend to break rules more frequently. This confirms Lestari & Jf's (2025) findings that the success of implementing discipline is heavily influenced by family and non-school factors. Inconsistent supervision at home can hinder the internalisation of disciplinary values.

Second, the development of digital technology brings new challenges. Some students report difficulty managing their time due to their use of gadgets and social media. If not balanced with digital literacy education, this can undermine the effectiveness of school discipline. Saputra and Syahputra (2021) emphasise that discipline in the digital age requires controlling technology use as part of modern character education.

Third, implementing rules requires consistency across the school community. Teachers stated that when there are differences in how rules are enforced between teachers, students become confused and sometimes tend to take advantage of them to break the rules. Consistency is crucial for creating clear norms, as rules that are not enforced evenly lose their moral authority (Ismail & Thaba, 2024).

Overall, the implementation of the rules of conduct at MTs Sholihiyyah has had a broad positive impact, both on personal discipline, social ethics, and academic responsibility of students. Through habituation, role models, a supportive school environment, and educational sanction mechanisms, the rules of conduct have successfully shaped disciplined behaviour that is not only evident at school but also carried over into students' daily lives. These results reinforce the theory that schools are highly effective agents of character socialisation when rules are implemented consistently and based on values. With family support and adaptation to the challenges of the digital era, the implementation of the rules of conduct has the potential to be even more optimal in producing students with strong character, social maturity, and readiness to face life's challenges.

**Table 2.** Impact of implementing school regulations on the formation of students' disciplinary character

| Impact of implementation | Information | Supporting Interview Excerpt |
|---|---|---|
| Improving Student Time Discipline | Students are more consistent in arriving on time, attending morning assembly, and starting classes on schedule. The number of tardy students has decreased significantly. | *"I rarely come late now because I'm used to the morning routine."* (Student) |
| Internalizing Disciplinary Values in Student Behavior | Initially, students obey rules because of sanctions, but later understand the benefits and make it a habit. | *"At first students obey because of sanctions, but gradually they understand why discipline is important."* (BK Teacher) |
| Improving Social Ethics and Responsibility | An orderly school environment fosters positive social behaviour and collective responsibility. | *"Students are more polite and responsible in their interactions."* (Vice Principal for Student Affairs) |
| Teacher Role Models Strengthen the Effectiveness of Discipline | Teachers arrive on time, dress neatly, and model orderly behaviour, encouraging students to imitate. | *"Teachers must show discipline first so students can imitate it."* (Head of Madrasah) |
| Educational Sanctions and School Culture Support Discipline Building | Educational sanctions, such as reflective assignments and graded reprimands, are used; religious culture, morning literacy, and worship activities reinforce the value of discipline. | *"Sanctions are meant to educate, not to scare students."* (BK Teacher) |

Based on the table above, the implementation of the rules of discipline at MTs Sholihiyyah Kalitengah Mranggen Demak has been effective in shaping students' disciplined character through a consistent habituation process, teacher role models, and the integration of disciplinary values into various school activities. The rules of discipline not only foster time discipline but also internalise the values of discipline so that they become part of students' daily behaviour. In addition, a religious and orderly school culture, as well as the application of educational sanctions, also strengthen the formation of social ethics, responsibility, and student compliance with the rules. Thus, the rules of discipline have become a strategic instrument in developing sustainable disciplined character, although they still require family support and consistency from all school members for optimal results

## DISCUSSION | مناقشة

The implementation of school rules and regulations at MTs Sholihiyyah Kalitengah, Mranggen, Demak, demonstrates a significant positive contribution to the development of students' disciplinary character. The findings indicate that consistent enforcement of school regulations encourages observable behavioural changes, including improved time management, manners, responsibility, and ethical behaviour. This supports the argument of Pratiwi and Bektiningsih (2025), who assert that discipline develops effectively when students are habituated to routine rule compliance within a structured school environment.

One of the most prominent impacts identified in this study is the improvement in students' time discipline. Students become more punctual in attending school, participating in morning assemblies, completing assigned duties, and engaging in learning activities. This process reflects the principle of habituation, in which repeated practices gradually form stable behavioural patterns. Lickona (1992) emphasised that character education is effective when values are continuously reinforced through daily routines supported by a conducive environment. In this context, morning assemblies, religious activities, and structured school schedules function as practical mechanisms for embedding discipline into students' daily lives.

In addition to time discipline, the implementation of school rules also influences students' neatness and adherence to dress codes. Teachers' routine supervision of students' attributes fosters a sense of responsibility and obedience. This finding aligns with Dewi, Hendracipta, and Syachruroji (2021), who found that school discipline improves significantly when rules are enforced consistently and supported by teacher role modelling. Teachers who demonstrate punctuality, neatness, and orderly behaviour provide concrete examples that students can emulate, reinforcing the internalisation of disciplinary values.

Behavioural changes are also evident in students' social interactions, particularly in terms of respect towards teachers, compliance with instructions, and responsible behaviour toward peers. This supports Marzuki's (2022) assertion that character education is not merely conveyed through instruction but is demonstrated through consistent actions by educators. Furthermore, students' sense of responsibility is strengthened through routine activities such as classroom cleaning duties, morning literacy programmes, and congregational worship. These activities cultivate collective responsibility and reinforce students' understanding of discipline as a shared value rather than an individual obligation. Similar findings were reported by Pratiwi and Bektiningsih (2025), who concluded that integrating rules into daily school activities enhances students' independence and responsibility.

Moreover, the implementation of school regulations contributes to reducing negative behaviours such as tardiness, dress code violations, and classroom disorder. Aftiani (2013) noted that effective enforcement of school rules correlates with lower levels of disciplinary violations. Although minor violations were still observed at MTs Sholihiyyah, the overall trend indicates a reduction in disruptive behaviour, suggesting that the regulatory framework functions effectively as a preventive and corrective mechanism.

Despite these positive outcomes, the findings also reveal a critical tension between the ideal implementation of school rules and the complex social realities faced by students. Although educational sanctions and habituation strategies are applied consistently, some students continue to commit disciplinary violations. This indicates that discipline cannot be fully internalised through school-based interventions alone. External factors, such as limited family supervision, peer influence, and excessive gadget use, significantly affect students' ability to maintain disciplined behaviour beyond the school environment.

Zahra and Fathoni (2024) emphasised that character education cannot stand independently within schools; it requires reinforcement from family and social environments. Students who lack consistent parental guidance or are exposed to uncontrolled digital media often experience difficulties sustaining disciplined behaviour, even when school regulations are well implemented. This condition illustrates the tension between the normative ideals of school discipline and the realities of students' social contexts, particularly in the digital era.

From a critical perspective, these findings suggest that while schools serve as key agents of character education, their effectiveness is limited without collaborative support from families and the wider community. Discipline, therefore, should not be viewed solely as an institutional responsibility but as a shared commitment involving schools, parents, and social environments. Strengthening communication between schools and families, along with integrating digital literacy and parental awareness programmes, may help bridge this gap and enhance the sustainability of disciplinary character development.

Overall, the discussion confirms that school rules and regulations at MTs Sholihiyyah Kalitengah function as effective instruments of character education when implemented

consistently, supported by teacher role models, and embedded within a religious and orderly school culture. However, the sustainability of disciplinary character formation depends on addressing the broader social and familial contexts that influence students' behaviour. By acknowledging both the strengths and limitations of school-based discipline, this study contributes a more balanced and reflective understanding of character education practices in Islamic secondary education.

## CONCLUSSION | خاتمة

Based on the overall research findings, it can be concluded that the implementation of disciplinary rules at MTs Sholihiyyah Kalitengah, Mranggen, Demak, has proven effective in fostering students' disciplinary character through the consistent application of rules, teacher role modelling, and the integration of disciplinary values into routine school activities such as morning assemblies, worship, literacy programmes, and cleaning duties. The ongoing process of habituation enables discipline to move beyond mere formal compliance and develop into intrinsic awareness, as reflected in students' punctuality, neatness, politeness, and sense of responsibility.

However, this success still faces several challenges, including limited family supervision, the influence of digital technology, and inconsistencies among some teachers in enforcing disciplinary rules. These factors indicate that school-based discipline requires reinforcement beyond institutional boundaries. Overall, school disciplinary rules function as a strategic instrument in character education, and their effectiveness can be optimised when supported continuously by the entire school community and the family environment.

From a theoretical perspective, these findings extend the understanding of character education by demonstrating that discipline is not merely the result of coercive control, but rather the product of a sustained habituation process supported by a consistent and inclusive school ecosystem. This reinforces the view that disciplinary character develops through the interaction between institutional practices, role modelling, and supportive social environments.

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