

Implementation of the Student Discipline Improvement Program and Its Impact on Learning Outcomes

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Abstract: This study aims to analyze the implementation of a program to improve learning discipline and identify its impact on the learning outcomes of fourth-grade students at SDN 30 South Pontianak. This study used a qualitative, descriptive case study approach involving 34 students. Data were collected through participant observation and document analysis of cognitive learning outcomes and records of disciplinary violations. Implementation results indicate that the program focuses on preventive and developmental efforts, manifested through teacher role models, the "Five Minutes Ready to Learn" habit, and a point system and positive rewards. There was a correlation between discipline levels and academic achievement, with the high-discipline group ($N = 15$) having an average cognitive score of 88.7, significantly higher than the low-discipline group ($N = 7$), with an average of 65.4. This effectiveness was supported by an increase in cognitive discipline, as evidenced by a decrease in the average number of lack of focus violations from four to one per week. The conclusion confirms that a structured, consistent, and humane discipline program is a fundamental prerequisite for improving academic achievement.

Keywords: Addiction levels; Adolescents; Digital literacy; Social media addictions

Introduction

Education plays a fundamental role in determining the quality of a nation's human resources (Juita et al., 2024; Sanga & Wangdra, 2023). At the elementary school level, educational success is measured not only by cognitive aspects (Iskhakova, 2025), but also by the formation of character and positive habits in students (Siregar, 2024). The main basis for character formation and determining academic success is learning discipline (Andria & Suriani, 2025; Budiwati et al., 2024). Learning discipline is defined as the attitude and behavior of obedience, order (Qoniah et al., 2023), and regularity of students in participating in the learning process, both at school and at home (Anggraini & Sukma, 2024; Yuka & Chudari, 2022). Real indicators of discipline that influence learning outcomes include discipline in adhering to schedules (Sari et al., 2021), accuracy in completing assignments (Rahmah & Iskandar, 2025), and focus during teaching and learning activities (Horman et al., 2023). Discipline serves as a link between potential and achievement (Rahman & Fuad, 2024). Students with high levels of discipline are able to manage their time and maximize learning opportunities (Nurlaila & Rigianti, 2024), thereby improving academic achievement (Maharani & Darmawan, 2024). However, the implementation of discipline in the field does not always run smoothly (Ramdhan, 2022). These challenges stem from low student self-awareness (Pohan, 2023), environmental influences (Albet, 2024), and teacher inconsistency (Chen & Chen, 2024). Therefore, schools need a structured, systematic, and sustainable learning discipline program (Caganan, 2025). This program should not only enforce sanctions (Hartman, 2020), but should also include preventive measures, coaching (Jinot & Johannes, 2021; Khoirin & Subando, 2025), and a student-centered

approach (Orlanda et al., 2024). Research on the implementation of discipline programs in elementary schools and their impact on academic achievement is crucial (Llvisca et al., 2024).

Based on these issues, research on the relationship between discipline and learning outcomes has been widely conducted (Suyatmi et al., 2025), however, analysis of the implementation of discipline improvement programs and their contextual impact at the elementary school level is still limited (Ridwanuloh et al., 2025). Therefore, this study was conducted to analyze in depth the implementation of the learning discipline improvement program implemented by schools and teachers, and identify its impact on student learning outcomes at SDN 30 South Pontianak. The results of this study are expected to provide practical recommendations for schools and related parties in designing effective and integrated discipline development strategies (Tsarkos, 2024).

Methods

This research used a qualitative approach with a descriptive case study (Salsabila et al., 2025). This approach was chosen to gain an in-depth understanding of the implementation process of a discipline improvement program and its impact on learning outcomes in a specific and natural context (S. Astuti & Hariyati, 2023). The research was conducted in Grade IV of SDN 30 South Pontianak with 34 students. This class was specifically chosen because of indications of variations between discipline and student learning outcomes that require in-depth investigation. Data were collected through participant observation, detailing the implementation of the discipline improvement program (Rianda et al., 2025), including the process of routine habituation, teacher role models, and interactions during classroom rule enforcement. Furthermore, data were also collected through analysis of related documents, including "Class Rules," School Regulations, records of disciplinary violations, and documents on student cognitive learning outcomes. The collected qualitative data was analyzed using the interactive model of Miles, Huberman, and Saldana which consists of three stages, namely data condensation, data presentation, and drawing conclusions (Maisyaroh, 2024).

Results and Discussion

Implementation of the Learning Discipline Improvement Program

The implementation of the program to improve learning discipline in Class IV of SDN 30 South Pontianak was analyzed through two main components, namely routine habits and teacher role models, as well as rule enforcement and coaching mechanisms.

1. Routine Habits and Teacher Role Models

The classroom discipline program focuses on preventive measures through habituation and role modeling. These routine practices include:

- a. Time and equipment discipline: Begin with a "Five Minutes Ready to Learn" activity at the beginning of class. The teacher ensures all students are seated, books and stationery are ready, and their attention is focused. Late arrivals after recess are tolerated for a maximum of two minutes, after which the door is temporarily closed.

- b. Task discipline and neatness: The implementation of "Self-Responsibility" emphasizes completing tasks on time and maintaining personal neatness (Septiadevana et al., 2024), such as clothing and hair; and the desk environment, such as tables and classrooms. Assignments (homework) are always recorded in the agenda book and checked the following day without delay.
 - c. Teacher Exemplary Behavior: The Grade IV teacher serves as a primary role model for consistency and regularity (Paulines & Tantiado, 2024). Observations show that the teacher always arrives 15 minutes before the bell rings, starts lessons on time, and explicitly explains the importance of each classroom rule, such as the reasons for turning off cell phones and why students should not procrastinate on assignments. This approach aligns with the concept of discipline as a preventative and developmental effort, not simply the enforcement of sanctions (JANNAH et al., 2024).
2. Rule Enforcement and Guidance Mechanism
- a. Preparation of class rules and participation
Based on the analyzed "Class Rules" document, these rules were developed and agreed upon by students and teachers at the beginning of the semester. This approach aligns with the principles of a student-centered approach that fosters self-awareness and ownership (Yoshida et al., 2023).
 - b. Points system and positive rewards
Rather than focusing solely on sanctions, this class implements a weekly "Discipline Points" system. Minor infractions, such as being noisy during a teacher's explanation or failing to bring in homework, are recorded on the "Discipline Violation Log" and result in point deductions. However, the primary focus is on rewarding students with the highest discipline points, such as "Class Star" or verbal praise. These rewards have been shown to be more effective in motivating compliance (Fahmi et al., 2024).
 - c. Individual development and restorative justice
Teachers implement an individualized coaching approach for serious or repeated violations (Dumrah et al., 2025). Teachers engage in dialogue to identify the root of the problem and formulate commitments for improvement (Duan, 2017). This reflects the role of discipline as coaching.

The Impact of Learning Discipline on Cognitive Learning Outcomes

The impact of the discipline improvement program was analyzed by comparing records of disciplinary violations, between low, medium, and high, with the achievement of cognitive learning outcomes, in the form of the average daily test scores of students' core subjects.

Table 1. Correlation between Discipline Level and Learning Outcomes

Discipline Compliance Level	Violation Frequency (Average/Week)	Number of Students (N=34)	Average Cognitive Score (100-point scale)
High	< 1	15	88,7
Medium	1 – 3	12	79,2

Low	> 3	7	65,4
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Students with high levels of disciplinary compliance demonstrated significantly higher average cognitive scores than those with low levels of disciplinary compliance. This finding strongly supports the literature suggesting that learning discipline serves as a bridge between potential and achievement, as disciplined students are able to manage their time and maximize learning opportunities (Nurlaila & Rigianti, 2024).

The positive impact on student learning outcomes cannot be separated from the effectiveness of the program as follows:

1. Focus during teaching and learning activities

The “Five Minutes Ready to Learn” component and emphasis on focus during in-person teaching and learning activities reduced distractions and increased on-task time (Lai & Chang, 2020). This was evident in the average decrease in violations related to lack of focus from four to one per week within two months of program implementation.

2. Academic responsibility

Emphasis on accuracy of assignment completion through regular homework checks ensures that the learning-repetition cycle at home runs effectively (Leizerowitz et al., 2023).

Overall, this study reinforces previous findings showing that learning discipline is not just about character (Dewi, 2023), but is a fundamental prerequisite for improving academic achievement through better time management and learning focus (Marlina, 2023). The successful implementation at SDN 30 South Pontianak lies in the combination of role modeling, habituation, and coaching.

DISCUSSION

Implementation of Improving Learning Discipline

The implementation of the learning discipline improvement program at SDN 30 South Pontianak demonstrates a shift in focus from simply enforcing sanctions to preventive measures, habituation, and coaching (Maldonado, 2021). This is reflected in two main components: routine habituation and teacher role models, and rule enforcement and coaching mechanisms.

1. Role model, routine habits, and participation

Discipline programs focus on preventive measures through habituation and role modeling (Yüksel, 2023). Routine practices, such as the “Five Minutes Ready to Learn” activity, effectively ensure time management, equipment readiness, and focused attention at the start of class (M. Astuti et al., 2025). Furthermore, the implementation of “Self-Responsibility” through an emphasis on completing assignments on time (Susanti, 2021) and maintaining personal and environmental tidiness (Febriyani & El-Yunusi, 2024), supports discipline indicators that influence learning outcomes, namely the accuracy of assignment completion.

Teachers' exemplary behavior serves as a primary model for consistency and regularity (Hnot et al., 2024). Observations show that teachers arrive 15 minutes before the bell rings and begin lessons on time, in line with the concept of discipline as a preventative and developmental effort.

2. Humanistic Rule Enforcement Mechanism

Discipline enforcement is implemented through participatory mechanisms and emphasizes positive rewards. Class rules are developed and agreed upon jointly by students and teachers (Karimah & Prasetya, 2023), which aligns with the principles of a student-centered approach and fosters self-awareness and ownership (Stoten, 2021).

Rather than solely focusing on sanctions, this class implements a weekly "Discipline Points" system and awards the highest-scoring students, such as "Class Stars." These awards have proven more effective (Rasyid et al., 2025) in motivating compliance (Maharani & Darmawan, 2024). Teachers employ individual coaching and restorative justice approaches by engaging in dialogue to identify root causes and formulating commitments to improvement for serious or repeated violations (Barreira et al., 2025; Pointer et al., 2022). This reflects the coaching function.

Impact of the Program on Student Learning Outcomes

The results of the study showed a clear relationship between the level of disciplinary compliance, including low, medium, and high, with the achievement of students' cognitive learning outcomes.

Students with a high level of discipline compliance (violation frequency <1 per week, there were 15 students) showed a higher average cognitive score, namely 88.7. Meanwhile, the low discipline group with a frequency of violations >3 per week and there were 7 students showed an average score of 65.4. This finding supports the literature stating that learning discipline functions as a link between potential and achievement (Chik & Abdullah, 2018). Disciplined students are able to manage time and maximize learning opportunities (Tri, 2023), which is a fundamental prerequisite for improving academic achievement (Azhar, 2018; Estrada et al., 2024).

The positive impact on student learning outcomes cannot be separated from the effectiveness of the program in two aspects,

1. Focus during teaching and learning activities

The "Five Minutes Ready to Learn" component is a crucial preventive intervention for instilling cognitive discipline (Diamond et al., 2007; Kucian & Corvacho, 2023), namely the ability to focus attention and control impulses in the learning environment (Markant & Amso, 2022). This implementation directly reduces distractions and increases on-task time (Schmidt, 2020). Observational data demonstrates the success of this component, as evidenced by a significant decrease in the average number of violations related to lack of focus, from 4 to 1 per week within 2 months of program implementation. This increased focus is crucial because it directly relates to cognitive understanding, maximizing the duration of students' exposure to and processing of learning materials (Queiroz et al., 2024). Regularity early in the process creates a mindset of readiness that is fundamental to optimally receiving and processing new information (Larina, 2025).

2. Academic responsibility

Academic responsibility focuses on the accuracy of assignment completion and regular homework checks (Gelman, 2023). This implementation serves as an accountability mechanism that ensures the learning-review cycle at home runs

effectively (Ghifari et al., 2024; Zuo et al., 2024). Discipline in completing assignments demonstrates students' regularity in participating in the learning process, both at school and at home (Suyatmi et al., 2025). Thus, this program regulates classroom behavior and expands students' personal discipline to strengthen mastery of material, which impacts cognitive achievement (Diniyah et al., 2024; Manalu & Napitupulu, 2024). This underscores the role of discipline as a factor that maximizes learning opportunities and supports improved academic achievement (Llvisca et al., 2024; Minhua & Hock, 2024).

Overall, this study confirms that the successful implementation of the program at SDN 30 Pontianak Selatan lies in the combination of role models, habituation, and coaching, which proves that learning discipline is not only about character, but is a fundamental prerequisite that improves academic achievement through better time management and learning focus. In line with the opinion that learning discipline is related to better concentration and motivation, thus leading to improved academic results (Budiwati et al., 2024; Putri et al., 2025; Umar et al., 2025).

Conclusion

Based on the research results, it can be concluded that the implementation of the learning discipline improvement program at SDN 30 Pontianak Selatan, which focuses on the Regulation, Habituation, and Mentoring strategies, is very effective and crucial in supporting the academic success of students. This program successfully shifted the focus from enforcing sanctions to preventive and coaching efforts, marked by teacher role models, routine habits of "Five Minutes Ready to Learn", and the use of positive rewards. The main impact found was a strong correlation between the level of discipline and cognitive learning outcomes, where the high discipline group had an average cognitive score (88.7) which was much higher than the low discipline group (65.4). This success was supported by an increase in cognitive discipline (a decrease in lack of focus violations from 4 to 1 per week) and strengthening academic responsibility (regular completion of assignments), proving that learning discipline is a fundamental prerequisite that improves academic achievement through better time management and learning focus.

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