Research Article

The Effect of Student Guidance Policy Implementation on Student Management on the Discipline of Students in Public Junior High Schools in Madiun City

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Abstract

This study aims to analyze the effect of implementing student guidance policies in student management on the discipline of students in public junior high schools in Madiun City. The research employs a quantitative descriptive method using a survey technique with a sample of 367 students from grades 7, 8, and 9. Data collection was conducted through validated and reliable questionnaires. The findings reveal a strong correlation (Pearson correlation = 0.660) between the implementation of student guidance policies and student discipline, indicating that well-executed policies significantly influence student behavior. The student guidance policies evaluated include enforcement of school rules, character development programs, strict attendance monitoring, and consistent application of sanctions and rewards. The results emphasize the importance of comprehensive student management policies in fostering disciplined behavior, supporting the notion that student development requires active collaboration among schools, teachers, and stakeholders. These findings align with the theoretical framework that structured and continuous guidance creates a conducive and orderly learning environment.

Keywords

student discipline; student management; policy implementation; junior high school; student guidance

Introduction

Development in the field of education is directed toward the development of high-quality human resources to meet the needs and challenges of life in the future. Through education, human resources with potential are actualized to their fullest extent, and all aspects of personality are developed in an integrated manner (Ahmadan & Ridwan, 2022). Student guidance policies in student management play

an important role in shaping students' disciplinary behavior (Fitrah, 2022). With clear policies supported by all school elements, students will find it easier to understand the rules and norms that apply. Examples of student guidance policies include enforcing discipline in the school environment, developing students' mental and character, and consistently administering sanctions and rewards. With the implementation of good student guidance policies, it is hoped that students can grow and develop holistically so that they can become a quality generation capable of competing in the era of globalization.

Improving the quality of education in schools is not only focused on academic achievements but also non-academic aspects, whether in the form of curricular or extracurricular activities, through various systematic and systemic programs (Supriatna, 2010). With such efforts, students are expected to gain a complete learning experience so that all their learning modalities develop optimally.

In order to improve the quality of human resources, the Ministry of National Education continues to strive to enhance the quality of education. As part of these efforts, the Directorate of Junior High School Development (PSMP Directorate) under the Directorate General of Basic and Secondary Education has implemented various initiatives, including the development of teaching methods, the provision of educational facilities, the improvement of school management systems, and the development of student activities (Jelly et al., 2023), so that students can grow and develop holistically. Through these programs, it is hoped that students will become intelligent, creative, and highly competitive individuals (Sihite, 2018). As a result, Indonesia will have a young generation ready to face global challenges in the future.

According to Permendikdas Number 19 of 2007 concerning Standards for Education Management by Primary and Secondary Education Units, schools must create an atmosphere, climate, and educational environment conducive to efficient learning in the implementation procedure. The procedures for creating such an atmosphere, climate, and educational environment include establishing guidelines for discipline for educators, educational staff, and students (Rian Utama et al., 2020).

The implementation of discipline in each school varies, due to differences in behavioral norms and school atmosphere. These differences lead to various student guidance policies through student management in schools. Student guidance activities are educational activities carried out outside of face-to-face class hours. These activities are carried out within and/or outside the school environment to expand knowledge, improve skills, and internalize religious values or rules as well as local, national, and global social norms to shape well-rounded individuals. One of the objectives of implementing student guidance policies is to prepare students to become citizens with good character, democratic values, and respect for human rights in order to realize a civil society (Rostid, A., & Wahyuni, 2021).

Etymologically, the term "policy" originates from Greek, Sanskrit, and Latin. The root words in Greek and Sanskrit are "polis" (city-state) and "pur" (city), which were developed in Latin into "politia" (state) and eventually into "policy" in English, meaning the handling of public issues or government administration.
Hadyanto states that; "Student development is an effort by schools (secondary schools) through activities outside of class hours to encourage students to grow and develop as whole human beings in accordance with the goals of education and the ideology of the state."

According to Didik Suhardi (2010:35) in the Character Education Guide for Junior High Schools, student development is an educational activity that takes place outside of the regular schedule and counseling services. The purpose of these activities is to assist students according to their needs, potential, talents, and interests. The implementation of this guidance is carried out specifically by educators and educational staff who have expertise and authority within the school environment. According to Law No. 20 of 2003 on the National Education System, a student is a member of society who strives to develop their potential through the learning process available in a particular educational pathway, level, and type. According to Nurhatti, a student is an individual who is registered or enrolled in an educational

institution. Students are the target of education who must be guided and processed to acquire the competencies expected of them (Nurhatti, 2014:40). Thus, student development encompasses various programs that directly involve students as the primary target. In addition, there are also programs that involve teachers as intermediaries or indirect targets in the guidance process. However, the main objective of all student guidance efforts remains focused on the optimal development of students, in accordance with their personal characteristics, developmental tasks, needs, talents, interests, and creativity (Jeffry et al., 2023).

To determine the extent of the implementation of student guidance policies in public junior high schools in Madiun City, an in-depth analysis is needed that covers the entire process of policy implementation in public junior high schools in Madiun City. This is in line with the situation in each school in the implementation of student guidance policies, but the implementation of the policies has not been optimal. This is due to insufficient communication between teachers and students, limited resources, and the lack of implementation of Standard Operating Procedures (SOPs) for organizational structures according to their respective roles.

The reality on the ground shows that the implementation of student guidance policies faces many difficulties and obstacles. Obstacles can arise from various factors, such as school administrators not fully understanding the concept of student guidance policies. Another obstacle is the lack of dedicated time for guidance counselors to enter classrooms.

Quality education is a key factor for a nation or country. Student guidance policies in student management significantly influence student discipline at public junior high schools across the city of Madiun. With clear and effective policies, students tend to be more obedient and compliant with school rules. Student guidance policies include strict monitoring of student attendance, consistent enforcement of discipline, and the provision of character and leadership development programs (Muthmainna, 2025). Student rights and discipline refer to orderly and organized conditions and the absence of student violations at school. To enforce student discipline at school, a description of student rights and obligations is required. Under Law Number 20 of 2003 on the National Education System, student rights are stated as follows: (1) to receive religious education in accordance with their religion and taught by educators of the same faith; (2) to receive educational services in accordance with their talents, interests, and abilities; (3) to receive scholarships for those who excel but whose parents cannot afford to pay for their education; (4) to receive educational costs for those whose parents are unable to afford their education; (5) to transfer to an educational program in another equivalent educational pathway and unit; and (6) to complete the educational program according to their own learning pace and not deviate from the established time limits (Ministry of Education and Culture Regulation, 2014).

As cited by Handoko (1995), "Management is the process of planning, organizing, directing, and supervising the efforts of organizational members and the use of other organizational resources to achieve the established organizational goals." Meanwhile, according to Mulyono (2008) in Educational Administration and Organization Management, student management is the entire process of planned and deliberate activities and continuous guidance for all students (in the relevant educational institution) to enable them to participate in the teaching and learning process effectively and efficiently (Mulyono, 2008). The purpose of student guidance in student management is to regulate student activities so that these activities support the learning process in educational institutions, enabling them to run smoothly, orderly, and systematically, and contribute to the achievement of school objectives and overall educational objectives (Rosalia, 2013:3).

Based on initial observations, efforts to discipline students at SMP Negeri 10 Madiun are very active. This is demonstrated by the existence of disciplinary regulations formulated by the school itself in accordance with the types of violations committed by students. A special team has been formed to handle student discipline, as outlined in the principal's decision regarding the establishment of the school discipline team. However, the researcher found that despite the student code of conduct being established

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and designated as disciplinary regulations, student discipline remains suboptimal. This is indicated by the high number of violations of the student code of conduct, such as students arriving late, wearing uniforms that do not comply with regulations, having untidy hair, and bringing mobile phones to school. This occurs because the penalties imposed are not strict enough, leading students to repeat these mistakes. Additionally, other phenomena or symptoms include the following: (1) there are still students who skip school without explanation; (2) there are still students who are not punctual when given assignments by teachers; (3) there are still students who do not participate actively in teaching and learning activities; (4) there are still students who do not immediately enter the classroom when class begins; and (5) there are still students who leave school or class without permission.

To develop disciplined students, attention is needed from all parties, including parents, teachers, and the environment. As is the case in public junior high schools in Madiun City, student discipline is still not optimal. The research question in this study is to determine the impact of the implementation of student development policies in student management on the discipline of students at public junior high schools in the city of Madiun. The objective of the research is to identify and analyze the impact of the implementation of student development policies in student management on student discipline.

Method

The method used in this study is the descriptive method. The descriptive method is a method that describes or presents the phenomena of the problem being studied at the present time or current state with the aim of finding answers to problem-solving and the results are implemented after exploratory activities (Iskandar, 2019:154). This type of research is quantitative. The research was conducted from February to March 2025 at SMP Negeri Kota Madiun. The sample size was 367 students in grades 7, 8, and 9 for the 2024/2025 academic year. The data analysis techniques used in this study were: (1) Validity Test (calculated r > table r, indicating valid items, at a significance level of 5%); (2) Reliability Test: Cronbach's Alpha (Cronbach Alpha > 0.6, indicating a reliable instrument; if Cronbach Alpha < 0.6, the instrument is considered unreliable). The research technique used in this study is a survey, which involves taking a sample from a population using a questionnaire as the primary data collection tool to examine the observed phenomena or symptoms.

Thus, the research approach and techniques used in this study are expected to provide answers to problem-solving through the collection of field data that describe the factors related to the phenomenon being studied, namely the variables of student development policy implementation, student management, and student discipline (Moeloeng, 2004).

Results

The validity test using *Pearson Correlation* for variable X with a population size of 25 showed that 3 questions for variable X had a significant relationship (P_1: 0.810 > 0.396; $P_{(2)}$: 0.64 > 0.396; $P_{(3)}$ = 0.810 > 0.396), with a significance level of 5% on the r table. The validity test results using *the Person Correlation* test concluded that all questions in variable X (Implementation of Student Development Policies in Student Management) are valid or significant, with the calculated r value > table r value.

The reliability test analysis using Cronbach's Alpha revealed that the reliability level of the questionnaire instrument was 0.787, while for the reliability test, it was stated that if the Cronbach's Alpha value was > 0.6, the questionnaire instrument was reliable. It can be concluded that the questionnaire instrument used is reliable (Cronbach's Alpha 0.787 > 0.6). For variable Y (Student Discipline), based on the validity test, the calculated r value is greater than the table r value. Three questions in the questionnaire instrument yielded P_1: 0.683 > 0.396; P_2: 0.867 > 0.396; and P_3: 0.946 > 0.396, with a significance level

of 5% at the r table. Meanwhile, for the reliability test using Cronbach's Alpha, the result was 0.840 > 0.6, indicating that the questionnaire instrument for variable Y is reliable.

The results of the correlation test between the variables of policy implementation in student management (X) and student discipline (Y) are as follows:

Figure 1. Correlation Test

Correlations

		Kebijakan	Dsiplin
Kebijakan	Pearson Correlation	1	.660**
	Sig. (2-tailed)		<.001
	N	25	25
Dsiplin	Pearson Correlation	.660**	1
	Sig. (2-tailed)	<.001	
	N	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

The guidelines for the degree of correlation are:

a. *Pearson Correlation* Value 0.00–0.20 indicates no correlation
b. *Pearson Correlation* Value 0.21–0.40 indicates a weak correlation
c. *Pearson Correlation* Value 0.41–0.60 indicates a moderate correlation
d. *Pearson Correlation* Value 0.61–0.80 indicates a strong correlation
e. *Pearson Correlation* Value 0.81–1.00 indicates a perfect correlation

Based on the correlation table above, the *Pearson Correlation* analysis results obtained a value of 0.660 for variable X and variable Y. The conclusion from the correlation test between variables X and Y based on the Pearson Correlation value of 0.61–0.80 is that the correlation is strong.

Discussion

The impact of implementing student development policies in student management on student discipline is 0.66 (Pearson Correlation) with a strong correlation level. This is because the indicators in the variable of implementing student development policies have been well realized and implemented optimally. Meanwhile, the indicators in disciplinary behavior also show good results of 0.66, so the relationship or correlation between the two variables with sig (2-tailed) < 0.001 indicates that student discipline is influenced by the implementation of student guidance policies in student management. The student guidance policies implemented are: 1) enforcement of school rules; 2) character development; 3) strict monitoring of student attendance and behavior; and 4) consistent imposition of sanctions and rewards. The success of this policy implementation is supported by the school's involvement in establishing rules that align with students' needs and conditions, as well as forming a special team for discipline enforcement. This aligns with Mulyono's (2008) theory of student management, which states that planned and sustained guidance creates a conducive and disciplined learning environment.

Conclusion

Based on the results of the research and discussion on the Influence of the Implementation of Student Guidance Policies in Student Management on the Discipline of Students in Public Junior High Schools in Madiun City, the variable of the implementation of student guidance policies in student management showed good results, as evidenced by the validity and reliability of the items in each variable. Meanwhile, the impact of the implementation of student guidance policies on the disciplinary behavior of students at public junior high schools in the city of Madiun shows a strong correlation, as the average responses from respondents regarding this variable were good.

Acknowledgement

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