

Strategies for Developing Students's Disciplinary Character at SMK Negeri 1 Kediri

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Abstract: Discipline is an important value in vocational education that plays a role in shaping students into responsible, orderly individuals who are prepared to meet the demands of the workforce. Various disciplinary violations are still found in the school environment, including tardiness, non-compliance with school rules, and a lack of responsibility in completing assignments. This study aims to describe strategies for instilling a disciplined character in students at SMK Negeri 1 Kota Kediri, to depict the state of student discipline, and to identify the factors that support and hinder its implementation. The study employed a qualitative approach using a case study design. Data were collected through interviews, observations, and documentation involving the principal, the vice principal for student affairs, the head of the discipline committee, guidance and counseling teachers, subject teachers, practical training instructors, and students. Data analysis was conducted through the stages of data reduction, data presentation, and drawing conclusions. The research findings indicate that the cultivation of discipline is carried out through habit-forming activities, modeling positive behavior, supervision, enforcement of rules, and the use of rewards and sanctions. Students' discipline levels fall into the "good" category, although some forms of disciplinary violations were still observed. Supporting factors include the commitment of the school community, a conducive school environment, and parental support. Inhibiting factors include varying levels of student awareness, peer influence, and conditions in the environment outside of school. The research findings indicate that the integrated and consistent implementation of strategies contributes to the development of students' disciplined character in vocational high schools.

Keywords: discipline; planting strategies; vocational high schools

INTRODUCTION

Education plays a vital role in shaping human resources who are not only academically excellent but also possess good character. Character development is an essential part of the educational process because character serves as the foundation for shaping students' behavior in daily life. Character is a pattern of behavior that distinguishes an individual and reflects a person's moral values (Lestari, 2022). According to Thomas Lickona's research (Hamidiyah, 2018), good character encompasses three main components: moral knowing, moral feeling, and moral behavior. Thus, character education is not only oriented toward knowledge but also toward shaping students' attitudes and actual behavior.

One character trait that plays a crucial role in education is discipline. Discipline reflects adherence to rules, responsibility, self-awareness, and consistency in carrying out tasks and duties (Mamonto et al., 2023). According to (Sobri et al., 2019), in vocational education, discipline is one of the key character traits that supports the development of a work ethic, professionalism, and students' readiness to enter the workforce. Discipline plays a role in fostering positive habits that support both academic success and students' success upon entering the workforce.

Disciplinary violations remain a common problem in school settings, including at the vocational education level. These violations include arriving late to school, failure to comply with school rules, late submission of assignments, and behavior that violates school regulations. These conditions indicate that fostering a disciplined character remains a challenge in the delivery of education (Rais, 2023). The attention and involvement of the entire school community are necessary to strengthen students' disciplined character. Instilling a disciplined character requires a well-planned, systematic, and sustainable strategy. Disciplinary values need to be internalized through various educational activities so that they become habits reflected in students' daily behavior (Nasution et al., 2025).

Various previous studies have shown that instilling a sense of discipline can be achieved through a variety of strategies. In their study Sujana & Wijaya, (2023), found that enforcing discipline, socializing

rules, teachers setting a good example, learning contracts, and ongoing evaluation are effective in consistently shaping students' disciplinary attitudes and habits. Research by Nurwahyudin & Supriyanto, (2021) indicates that guidance, supervision, and the use of rewards and punishments are effective in fostering students' awareness of and compliance with rules. Research by Anwar et al., (2022) reveals that habit formation, guidance, assignments, and supervision contribute to the development of sustained disciplined behavior. Research by Jihadi, (2023) also indicates that educators' exemplary behavior, habit formation, and consistent enforcement of rules can enhance students' awareness of discipline.

SMK Negeri 1 Kota Kediri is one of the vocational schools that implements various programs to foster a disciplined character through habit-forming activities, role modeling, supervision, and enforcement of school rules. The implementation of these programs warrants further in-depth analysis to gain insight into the strategies the school employs to shape students' disciplined character, as well as the factors that support or hinder their implementation.

Based on the above discussion, this study aims to describe strategies for instilling a sense of discipline in students at SMK Negeri 1 Kota Kediri. The results of this study are expected to contribute to the development of character education, particularly in efforts to strengthen students' sense of discipline in vocational education settings.

METHODS

This study employs a qualitative approach using a case study design. The qualitative approach was chosen to gain an in-depth understanding of the strategies used to instill a sense of discipline in students at SMK Negeri 1 Kota Kediri. The case study method was used to comprehensively examine the phenomenon based on real-world conditions occurring within the school environment. The qualitative approach focuses the study on the meaning, understanding, and interpretation of the social phenomenon under investigation.

The research was conducted at SMK Negeri 1 in Kediri City. The research informants consisted of the principal, the vice principal for student affairs, the chair of the disciplinary committee, guidance and counseling teachers, subject teachers, practical training teachers, and students. Informants were selected using purposive sampling. This technique was chosen because the informants possessed knowledge of and were directly involved in the implementation of character-building activities focused on discipline at the school.

Research data were collected through interviews, observations, and documentation. Interviews were used to gather information about strategies for instilling discipline. Observations were used to monitor students' disciplinary behavior and the implementation of school programs. Documentation was used to supplement the research data, including school rules, activity programs, photos of activities, and other supporting documents.

Data validity was assessed through source triangulation and methodological triangulation. Source triangulation was conducted by comparing information obtained from various informants. Methodological triangulation was conducted by comparing data from interviews, observations, and documentation. Data analysis uses the Miles, Huberman, and Saldaña model, which includes data condensation, data presentation, and drawing conclusions and verification.

Participants and Data Sources

The participants were selected from members of the school community who were directly involved in or experienced the implementation of disciplinary character development at SMK Negeri 1 Kediri. A total of twelve participants were involved in the interview process. The participants represented several roles within the school, including the principal, vice principal for student affairs, head of student discipline, guidance and counseling teacher, theory teacher, vocational-practice teacher, and students. This distribution was intended to obtain perspectives from both school personnel responsible for implementing disciplinary strategies and students who experienced those strategies directly. The qualitative data were obtained through semi-structured interviews, non-participant observation, and documentation. The interviews explored students' disciplinary conditions, school strategies, and supporting and inhibiting factors. Observations focused on disciplinary practices in school activities, while documentation included school regulations, disciplinary records, and relevant school activities.

Participants were recruited purposively based on their direct relevance to the research focus. School personnel were selected because of their roles in implementing, supervising, or providing guidance related to student discipline. Student participants were selected because they directly experienced the school's disciplinary policies, routines, supervision, and guidance. The inclusion of participants from different roles enabled the study to compare perspectives concerning disciplinary conditions and the implementation of disciplinary strategies.

RESULTS AND DISCUSSION

Students' Disciplinary Condition

The disciplinary condition of students at SMK Negeri 1 Kediri was generally characterized as good based on the dominant pattern of compliant behavior identified across the collected data. The assessment was based on several behavioral indicators, namely punctuality, compliance with school regulations, completion of assigned tasks, timely submission of assignments, appropriate school uniform, preparedness for learning activities, and adherence to rules during vocational practice. In the vocational context, discipline was also reflected in students' compliance with occupational safety procedures, appropriate use of equipment, and workshop regulations. These indicators were examined through interviews with school personnel and students, non-participant observations, and relevant school documentation.

Evidence from the interview with the Head of Student Discipline indicated that students' overall disciplinary condition was relatively strong, although several violations remained. The Head of Student Discipline stated,

"Generally, they are already disciplined, although occasionally some students do not tuck in their shirts or wear a tie. But generally, they are already discipline".

This statement indicates that disciplinary behavior was generally established among students, although, minor violations of school regulations still occurred. The finding suggests that discipline was not characterized by complete compliance, but by the predominance of appropriate behavior across students' daily activities. The remaining violations indicate that the internalization of discipline was still developing, as some students continued to require reminders to comply with specific regulations. Thus, the disciplinary condition reflects an ongoing process in which external expectations gradually become students' own behavioral standards. The ability to comply without repeated reminders would represent a further development of students' self-regulation and agency in maintaining disciplined behavior.

This condition was further reflected in the interview with the Vice Principal for Student Affairs, who emphasized that complete compliance could not be expected across a student population of more than 2,000 individuals. The Vice Principal explained,

"We have more than 2,000 students. Achieving perfect discipline is clearly not possible. There will always be some student misconduct. The most common violation is lateness. Sometimes during lessons, students ask for permission to go to the restroom, but actually go to the canteen."

This statement demonstrates that lateness and misuse of permission remained recurring forms of disciplinary violation. Nevertheless, these violations did not represent the overall behavioral pattern of the students, but occurred as particular cases within a large student population. The findings therefore indicate that disciplinary character had generally been formed, while its internalization had not yet reached a consistent level among all students. Some students were able to regulate their behavior in accordance with school expectations, whereas others still depended on external reminders and supervision. This distinction is important because disciplinary character cannot be assessed solely through observable compliance, but also through the extent to which students develop the awareness and capacity to regulate their behavior independently. The persistence of minor violations suggests that the development of student agency remained an ongoing process, in which external rules and supervision continued to function as support for the gradual development of self-regulation.

Students' own accounts further indicated an emerging understanding of discipline as personal responsibility rather than merely compliance with external rules.

One tenth-grade student from the Industrial Automation Engineering program explained, "Discipline means doing the right thing, being responsible, being able to control oneself, and obeying the existing rules. The student further associated disciplinary behavior with being responsible, diligent, and committed to learning. This finding suggests that disciplinary behavior was accompanied by an emerging awareness of self-control and responsibility, although such awareness was not yet demonstrated consistently by all students.

Responsibility for academic tasks was also reflected in the collected data. The findings showed that most students completed and submitted assigned tasks and attempted to meet the deadlines established by teachers, although some students still submitted assignments late. This pattern supports the interpretation that timely task completion was generally established as a disciplinary practice, while delayed submission remained an area requiring continued guidance.

The findings are particularly relevant when compared with previous research in vocational education. Rais, (2023), who examined discipline development in a vocational high school, emphasized the role of educational processes in strengthening students' disciplinary character. Sobri et al., (2019) also demonstrated the importance of school culture in developing discipline. The present study adds a vocational-specific dimension by demonstrating that discipline is closely connected with practical training, occupational safety, equipment use, and work procedures. In this context, discipline is not merely a moral or behavioral expectation within the school environment. It is also related to professional readiness because failure to follow procedures during practical activities may affect safety and work quality. Therefore, disciplinary character in vocational education has a dual function: supporting students' development as responsible members of the school community and preparing them to meet behavioral expectations in the workplace.

This finding is consistent with Mamonto, et al., (2023) , who conceptualized discipline as a character reflected in adherence to rules, responsibility, self-awareness, and consistency in carrying out tasks and duties. The present study confirms these dimensions through students' compliance with school regulations, responsibility for completing learning tasks, awareness of appropriate behavior, and adherence to procedures during vocational practice. However, the findings also indicate that these dimensions were not yet demonstrated consistently by all students. The occurrence of lateness, incomplete school attributes, delayed assignments, and misuse of permission shows that disciplinary behavior was generally established but remained subject to individual differences in awareness and self-regulation. Thus, the present study extends the perspective of (Mamonto et al., (2023) by showing that disciplinary character in a vocational school context involves not only observable compliance, responsibility, awareness, and consistency, but also the gradual development of students' capacity to regulate their behavior independently.

Discipline was particularly evident in vocational-practice activities. A vocational teacher from the Construction and Housing Engineering program reported,

"Regarding students' level of discipline, I would say that around 95% of students are already disciplined. During workshop practice, students are required to comply with all safety procedures, including the complete use of personal protective equipment."

The teacher also explained that only a small number of students still needed reminders. This finding indicates that disciplinary compliance was particularly strong in vocational settings where students' behavior was directly associated with occupational safety and established work procedures.

The classification of the disciplinary condition as generally good therefore did not indicate the complete absence of violations. Rather, it reflected the predominance of compliant behavior across the identified indicators. The findings showed that most students complied with school regulations, demonstrated responsibility in learning activities, and followed disciplinary and safety requirements during vocational practice. At the same time, recurring violations included lateness, incomplete school

attributes, delayed assignment submission, misuse of permission to leave class, and other breaches of school regulations.

The determination of the overall disciplinary condition was based on qualitative convergence rather than numerical scoring. The researcher compared behavioral evidence from interviews with school personnel and students against observations and documentary evidence. The consistency of the findings across different participant perspectives and data collection techniques provided the analytical basis for interpreting the dominant pattern of student behavior as generally disciplined. The presence of contradictory evidence, such as lateness and other rule violations, was retained in the analysis rather than excluded, allowing the category to represent the overall condition of discipline while acknowledging variations among individual students.

Instilling a Sense of Discipline Through Habit Formation

Habit formation serves as the primary strategy implemented to instill a disciplined character in students at SMK Negeri 1 Kota Kediri. This habit formation is carried out through various routine school activities that require students to consistently follow rules and fulfill their responsibilities. These habits include arriving at school on time, participating in learning activities in an orderly manner, wearing the uniform as required, maintaining a neat appearance, and completing assignments given by teachers.

The principal stated, "Compared to the current situation, our students are very disciplined, very obedient, and very diligent in fulfilling their duties as students; they follow the rules and are safe."

The statement illustrates that disciplinary behavior was repeatedly practiced through students' daily routines, including punctual attendance, orderly participation in learning activities, appropriate school attire, and completion of assignments. Repeated practice is important not merely because it produces compliance with school requirements, but because it provides students with repeated opportunities to regulate their own behavior. When these behaviors become part of students' daily routines, disciplinary actions can gradually shift from externally directed compliance toward self-regulated behavior. Thus, habit formation represents an initial mechanism of disciplinary internalization in which repeated behavioral practice creates the conditions for students to develop personal responsibility and greater control over their conduct.

The finding that habit formation constituted the most prominent strategy is consistent with Anwar et al., (2022), who found that habit formation, guidance, assignments, and supervision contributed to the development of sustained disciplined behavior. Similarly, Nasution et al., (2025) emphasized that disciplinary values need to be internalized through school activities so that they become habits reflected in students' daily behavior. The present study extends these findings by showing that habituation in a vocational high school context was not limited to general school routines. Discipline was also practiced through vocational learning and workshop activities, including compliance with work procedures and occupational safety requirements. This context gives habituation a practical dimension because disciplined behavior is directly connected with students' responsibility for safety, work procedures, and future professional conduct. Therefore, in vocational education, habituation functions not only as a character-building mechanism but also as preparation for behavioral standards expected in the workplace.

Instilling a Sense of Discipline Through the Example Set by Teachers and the School Community

Leading by example is a key strategy in fostering discipline among students. Teachers do not merely serve as conveyors of learning material but also as role models in demonstrating disciplined behavior within the school environment. Leading by example is demonstrated through punctual attendance, adherence to school rules, wearing appropriate attire, and taking responsibility for completing tasks. The Vice Principal for Student Affairs explained that fostering discipline involves various parties who interact directly with students every day.

The Vice Principal for Student Affairs explained, So, if a student violates the rule

“As for our teachers, currently we have guidance counselors who handle issues as they arise. Then there are teachers who accompany them at all times—these are the homeroom teachers. Nowadays, we also have what are called homeroom advisors.”

This statement demonstrates that teachers maintain continuous interaction with students through guidance, accompaniment, and monitoring. Such continuous interaction creates opportunities for students to observe how disciplinary expectations are communicated and applied in everyday school situations. However, the internalization of discipline does not occur simply because teachers supervise students; it becomes more meaningful when students gradually understand the reasons behind the expected behavior and begin to reproduce the behavior without direct prompting. ‘In this sense, teachers’ continuous presence provides the social context through which students can develop responsibility and self-regulation.

The findings are consistent with Jihadi, (2023), who identified educator role modeling, habituation, and consistent rule enforcement as important strategies for developing students’ disciplinary character. The present study confirms these strategies through routine disciplinary practices, teacher guidance, continuous supervision, and consistent enforcement of school regulations. Habituation was reflected in punctuality, appropriate uniform use, task completion, orderly learning activities, and compliance with procedures during vocational practice. Rule enforcement was supported by warnings, guidance, violation points, and educational sanctions. These findings indicate that disciplinary character is developed through the integration of exemplary behavior, repeated practice, and consistent reinforcement rather than through a single intervention.

The findings also support Sujana (2023), who emphasized teacher role modeling as one of the strategies for developing discipline. In the present study, teachers contributed to disciplinary development through continuous interaction, guidance, monitoring, and reinforcement of school expectations. This finding extends the previous research by showing that teacher involvement in a vocational school context is not limited to classroom behavior. Teachers also contribute to discipline during practical learning, where students are expected to follow work procedures, maintain safety standards, and demonstrate responsibility. Such practices provide a social context in which externally imposed expectations can gradually develop into students’ self-monitoring and self-regulation.

Enforcement of School Rules, Supervision and Guidance, Cooperation Among School Community Members, and Integration in Learning

The instillation of discipline at SMK Negeri 1 Kota Kediri is also carried out through the enforcement of school rules. These rules are communicated to students from the moment they enroll. The rules are consistently enforced through warnings, guidance, and sanctions tailored to the severity of the violation.

The Chair of the Discipline Committee explained,

“So, if a student violates the rules, the regulations are already clearly outlined—including how an SP1 is handled. There are categories for minor, moderate, and serious violations, each with specific points and corresponding punishments.”

The Vice Principal for Student Affairs further explained,

“So it’s not just the homeroom teachers or the guidance counselors who are keeping an eye on things. There are also subject teachers.”

These findings show that disciplinary expectations were made explicit and reinforced consistently by multiple school personnel. Such consistency establishes an external structure within which students learn the consequences of their choices. However, the significance of rule enforcement extends beyond controlling behavior through sanctions. When students repeatedly encounter clear expectations and understand the consequences of their actions, they are provided with opportunities to recognize the relationship between their decisions and their responsibilities. This process can gradually support the development of self-monitoring, allowing students to anticipate consequences and regulate their behavior before external intervention becomes necessary.

Continuous supervision provides an external support system for students who have not yet developed stable self-regulation. Nevertheless, supervision should function as a transitional mechanism rather than permanent behavioral control. Through repeated feedback and opportunities to correct their behavior, students can gradually learn to identify inappropriate actions, evaluate their own conduct, and make adjustments independently. The findings are also consistent with Sujana, (2023), who emphasized discipline enforcement, rule socialization, and ongoing evaluation as important components of disciplinary development. In the present study, school rules were communicated as clear behavioral expectations and reinforced through warnings, guidance, violation points, and sanctions. Continuous monitoring, documentation of violations, feedback, and corrective guidance also functioned as evaluative mechanisms. However, the present study indicates that these mechanisms were not limited to controlling compliance. They also provided opportunities for students to recognize the consequences of their actions and gradually develop self-monitoring.

The findings further support Nurwahyudin, (2021), who identified guidance and supervision as important strategies for developing discipline. Similar patterns were found at SMK Negeri 1 Kediri through the involvement of homeroom teachers, counseling teachers, subject teachers, and school management in monitoring and guiding students. Supervision was particularly important when students had not yet demonstrated stable self-regulation. Rather than functioning solely as external control, supervision provided feedback and correction that supported the gradual development of independent disciplinary behavior.

This finding is also in line with Anwar et al., (2022) who emphasized guidance and supervision alongside habituation and task-related activities. The present study confirms the importance of these strategies through teacher guidance, continuous monitoring, and students' responsibility for completing and submitting learning tasks. The vocational context adds another dimension because supervision was also required during practical activities, where students were expected to follow work procedures, use equipment appropriately, and comply with occupational safety requirements. Thus, guidance and supervision served not only to maintain school discipline but also to prepare students for disciplined behavior in vocational and professional settings.

The principal explained,

"We have made efforts to discipline them by keeping records, contacting parents, and imposing various types of consequences—consequences in the sense of educational discipline."

The statement indicates that sanctions were positioned as corrective interventions rather than merely punitive measures. Their educational function lies in giving students an opportunity to recognize the consequences of their behavior and reconsider subsequent actions. In this process, disciplinary intervention can contribute to internalization when students move beyond avoiding punishment toward understanding why the behavior is inappropriate and taking responsibility for correcting it. However, the findings also suggest that this process is gradual, as some students still require external reminders before recognizing their mistakes. Thus, sanctions and guidance may initiate behavioral reflection, while sustained internalization depends on students' ability to transform external correction into self-regulation.

The findings are consistent with Nurwahyudin, (2021), who identified rewards and punishments as strategies for developing students' discipline. In the present study, sanctions were implemented through warnings, guidance, violation points, and consequences based on the level of the violation. However, the findings indicate that sanctions were positioned as a form of educational discipline rather than punishment alone. Their implementation was directed toward correcting behavior, encouraging reflection on violations, and developing students' sense of responsibility. This approach suggests that sanctions can function as a transitional mechanism from external control toward self-regulation when they are accompanied by guidance and opportunities for students to understand the consequences of their actions.

The findings also identified rewards, supporting factors, inhibiting factors, and several forms of disciplinary violations in the implementation of disciplinary character development at SMK Negeri 1

Kediri. These findings complement the strategies identified in the study and illustrate the conditions that influenced the implementation of disciplinary practices in the school.

The school provided appreciation as a form of positive reinforcement for students who demonstrated discipline and achievement. The data reduction indicated that students who showed disciplined behavior and achievement received appreciation from teachers or the school. This appreciation was identified as a form of positive reinforcement intended to strengthen students' disciplinary behavior. The available data do not specify a particular form or frequency of the rewards; therefore, the finding is limited to the provision of appreciation by teachers or the school.

Rewards can support internalization when recognition is perceived not merely as an external incentive but as feedback that confirms the value of disciplined behavior. Initially, students may respond to rewards because of the external recognition they receive. Over time, however, repeated recognition can help students associate discipline with achievement, responsibility, and positive self-evaluation. The development of student agency occurs when students eventually maintain disciplined behavior even when no reward is immediately provided.

Several factors supported the implementation of disciplinary character development. The findings identified support from teachers, the principal, and parents, clear school regulations, classroom conditions, and a conducive school culture as supporting factors. The data also showed that cooperation among members of the school community, guidance and counseling services, continuous disciplinary habituation, and students' understanding of the importance of discipline contributed to the implementation of the strategy.

One student from the Industrial Automation Engineering program explained, "Disciplined person usually has high motivation and is responsible; through discipline, other people can also see a person's character."

his statement indicates that students' understanding of the value of discipline also functioned as an internal supporting factor. In contrast, the effectiveness of the disciplinary strategy was constrained by internal and external factors. The findings identified peer influence, limited individual awareness, the social environment, and habits developed at home as the main inhibiting factors. Family conditions were particularly relevant.

The Vice Principal for Student Affairs explained, "Students who frequently commit violations, such as repeated lateness, generally come from families that are less harmonious. When we call the parents of students with many violations, many of them do not come. My conclusion is that the parents themselves do not care."

This evidence indicates that limited parental attention and involvement could weaken the continuity of disciplinary guidance between home and school.

Peer influence was another inhibiting factor. The findings showed that students who had received disciplinary guidance could return to previous behaviors when they remained in peer environments characterized by poor discipline.

The Vice Principal for Student Affairs stated, "If students are in a social environment where most members demonstrate undisciplined behavior and are difficult to guide, there is a strong possibility that the students will repeat the same behavior."

The finding demonstrates that the sustainability of disciplinary behavior was influenced not only by school-based intervention but also by students' social environment.

The study also identified several forms of disciplinary violations. The most frequently identified violations included lateness, delayed submission of assignments, incomplete school uniform or attributes, and misuse of permission to leave the classroom during learning activities.

The Vice Principal for Student Affairs explained that lateness was among the most frequent violations and stated, "The most common violation among students is lateness. Sometimes during lessons, students ask for permission to go to the restroom, but actually go to the canteen."

This finding confirms that disciplinary violations were still present despite the generally good disciplinary condition identified in the study.

Academic responsibility also remained an area requiring continued attention. Most students completed and submitted their assignments, but some students still submitted assignments late. Similarly, violations of school attire occurred when some students did not wear complete attributes or did not comply with the required uniform. These findings indicate that disciplinary challenges occurred in both behavioral routines and students' academic responsibilities.

Overall, the additional findings show that disciplinary character development at SMK Negeri 1 Kediri operated within a combination of positive reinforcement and corrective guidance. Rewards supported the maintenance of positive behavior, while school support, clear regulations, collaboration, and students' awareness facilitated the implementation of disciplinary practices. At the same time, family conditions, peer influence, individual awareness, and social environment created challenges, while lateness, incomplete school attributes, delayed assignments, and misuse of permission represented concrete forms of disciplinary violations that still required continuous guidance.

CONCLUSION

The strategy for instilling a sense of discipline in students at SMK Negeri 1 Kota Kediri is implemented through habit formation, teachers setting a good example, supervision, enforcement of school rules, the imposition of sanctions and guidance, and the awarding of recognition. Habit formation is the most prominent strategy, achieved through the application of discipline in learning activities, vocational training, and daily school activities. The finding that habit formation activities. Teachers' exemplary behavior, continuous supervision, and consistent enforcement of rules support the development of disciplined behavior among students. The implementation of these various strategies demonstrates that fostering a sense of discipline is not only focused on compliance with school rules, but also on developing the sense of responsibility, self-awareness, and professional attitude required in the workplace. A sense of discipline is built through the ongoing involvement of the entire school community so that disciplinary values can be internalized in students' behavior and become part of the school culture.

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