



Analyzing the Students' Development Management to Enforce the Discipline at Private Islamic Junior High School Pati Regency, Indonesia

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ABSTRACT

This study analyzes student development management in enforcing discipline at MTs Swasta Dukuhseti, Pati Regency. Using a qualitative single-case study design, data were collected through interviews, observations, and document analysis involving 15 informants. The findings show that student management is implemented through participatory planning, tiered implementation involving teachers and dormitory supervisors, and monthly evaluations. Discipline enforcement is based on three pillars: integration of Sharia-based religious values, a transparent reward-and-punishment Point System, and active support from the school committee and foundation. Student classroom compliance reached 93%, while overall violations decreased from 10% to 7%. Challenges include limited human resources, heavy teacher workloads, and diverse student backgrounds. The study highlights that effective discipline in private madrasahs should move from formal external compliance toward internalized religious self-awareness, supported by visionary leadership, exemplary behavior, and strong collaboration between schools, foundations, and parents.

Abstrak

Penelitian ini menganalisis manajemen pembinaan kesiswaan dalam penegakan disiplin di MTs Swasta Dukuhseti, Kabupaten Pati. Penelitian menggunakan pendekatan kualitatif studi kasus tunggal dengan pengumpulan data melalui wawancara, observasi, dan analisis dokumen terhadap 15 informan. Hasil penelitian menunjukkan bahwa pembinaan kesiswaan dilaksanakan melalui perencanaan partisipatif, pelaksanaan berjenjang yang melibatkan guru dan pembina asrama, serta evaluasi bulanan. Penegakan disiplin berpusat pada tiga pilar, yaitu integrasi nilai religius berbasis syariah, sistem penghargaan dan sanksi melalui Point System yang transparan, serta dukungan aktif dari komite sekolah dan yayasan. Tingkat kepatuhan siswa mencapai 93%, sementara pelanggaran menurun dari 10% menjadi 7%. Tantangan yang dihadapi meliputi keterbatasan sumber daya manusia, tingginya beban kerja guru, dan keberagaman latar belakang siswa. Penelitian ini menegaskan bahwa disiplin yang efektif di madrasah swasta perlu diarahkan dari kepatuhan formal menuju kesadaran religius internal melalui kepemimpinan visioner, keteladanan, dan sinergi antara madrasah, yayasan, dan orang tua.

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Introduction

Student management is the concept of planning, organizing, implementing, and supervising all student activities to achieve educational goals. (Mondal, 2020). Student management encompasses overseeing students from their entry to their departure, and student services can operate in an orderly, directed, and well-controlled manner to support the continuity and improvement of the educational institution. Without improvement and management efforts by academic institutions, it is difficult to produce high-potential, helpful resources, namely, students. (Khoiri et al., 2026; Lewthwaite, 2007).

Besides the general management functions in the form of planning, organizing, directing, and controlling (Khoiri et al., 2025; Huda & Yani, 2024; Hermanto, 2018), there are specific students management functions, including: (1) Development of student individuality including development of potential in the form of general abilities, special abilities and other abilities, (2) Development of student social functions including socialization with peers, with parents, family, school environment and social environment, (3) Channeling student aspirations and hopes so that students can channel their talents, pleasures and interests because this can support the overall development of students, and (4) Functions related to fulfilling student needs and welfare (Izham et al., 2011; Haryanto, 2024; Bajovic et al., 2009).

Student development is central to educational management because it shapes students' character, ethics, and discipline, helping them excel not only academically but also morally. Discipline is compliance with regulations that involves self-awareness and the internalization of values, not merely external compliance. (Knoff, 2014; KHOIRI, 2026; Rickwood, 2013). Discipline is the foundation of educational success, shaping the learning ethos, character, and students' readiness for the future. (Bishop et al., 2022). Schools/madrasahs, as formal institutions, have a central responsibility in instilling the values of discipline. Student discipline faces complex challenges from internal factors (adolescent psychology) and external factors (social media and instant culture). This requires innovative and integrated student development management. (Fowler, 2025; Lickona, 1999; Mondal, 2020; Choir, 2016).

Amid the challenges of the digital era, which often erode discipline and soft skills, students need a proven, effective management model. Rigid disciplinary models often fail; therefore, it is essential to examine how Private MTs Dukuhseti, with its religious approach, successfully fostered internalized discipline and a strong school culture.

Private Islamic Junior High Schools (MTs), particularly in areas such as Dukuhseti, Pati, have a dual role as formal educational institutions implementing the national curriculum and as institutions deeply rooted in religious values (often affiliated with Islamic boarding schools). The primary focus of this study is to analyze the Student Development Management implemented at Dukuhseti Private MTs, with an emphasis on the effectiveness of discipline enforcement resulting from this management. The underlying phenomenon is the institution's reputation for producing graduates with high levels of discipline and character integrity. (Khoiri et al., 2025; Khoiri & Nasir, 2025)

Several previous studies have examined student management with a focus on student development. Aydin et al., (2025) & Mphale & Mhlauli (2014) examined the effect of student development implementation on student management to realize student discipline behavior at MTs using quantitative methods, with variables including student development policy implementation, student development management, and student discipline behavior. Furthermore, Spiele et al. (2025) & Manesis et al. (2019) found that student management was implemented in accordance with general management principles and functions, specifically the POAC (planning, organizing, implementing, and controlling). Moreover, Hansen & Johansson (2026) examined the

planning, implementation, supervision, and evaluation of student management programs using a qualitative approach. The principal and teachers supervised the implementation of student management. In addition, Marginson (2026) & examined the student management process, including planning, organizing, implementing, and evaluating. Similarly, Irfani et al. (2025) & Susanto & Rahayani (2024) examined students' roles and the obstacles they face at Junior High School. Correspondingly, Rohid et al. (2026) & Haryanto et al. (2025) reviewed the implementation of student management to improve student discipline at a private Islamic Junior High School, employing a qualitative approach.

In addition to organizational structures, previous studies highlight the role of student management in holistic student development. Gerick et al. (2024) & Smale et al. (2020) An advocate using student management as a tool to support students' holistic growth. The researchers employed a qualitative study by reviewing literature on student management. The study emphasizes that effective student management, which encompasses logistical operations and supportive learning environments that foster students' holistic growth, yields high-quality education and cultivates wholesome future leaders. Similarly, Mammadova (n.d.) Abdelmoumen et al. (2024) Study how student management impacts the quality of student organizations in a junior high school in Indonesia. The research utilized observation, interview, and document analysis. The findings suggest that the school employed student management focused on students' needs. The school ensured high-quality student development within its organizations by carefully selecting leaders and members. In addition, the school ensured that all programs encouraged students' holistic growth within supportive learning environments. The school and parents monitored the students' growth. However, the findings suggest that abrupt instructions or ambiguous job responsibilities often create a communication gap in student management.

Previous researchers have identified a gap in student management models in private schools and Islamic boarding schools. Most studies on student management focus on public schools. Private Islamic boarding schools, which have greater autonomy in designing discipline systems (often integrating a Points System and 24-hour supervision for boarding students), remain underexplored. Therefore, this study aims to address this knowledge gap by presenting a best-practice student management model for private madrasas that similar educational institutions can replicate. (Rozi et al., 2023 & Heck & Hallinger, 2011).

This study examines Dukuhseti Private MTs as a single case study to uncover a specific and compelling student development management model in enforcing discipline, which can serve as a model for other private educational institutions. The research questions to be uncovered are: 1) How is the student development management model (planning, implementation, evaluation) implemented at Dukuhseti Private MTs, Pati? 2) What do Dukuhseti Private MTs use as the main pillars or strategies in enforcing student discipline? 3) What are the challenges and supporting factors for the success of student development management in enforcing discipline at Dukuhseti Private MTs?

Methods

The research adopts a qualitative approach with a single-case study design (Single-Case Study) at Private MTs Dukuhseti, Pati. (Cresswell, 2014). This approach was chosen because student management is a complex social phenomenon that requires a deep understanding of the local context and the values in play. (Valunaite Oleskeviciene &

Sliogeriene, 2020). The location was selected for its reputation for strict discipline and its success in managing students who mostly come from Islamic boarding schools. The research informants comprised 15 individuals: the Principal, the Deputy Head of Student Affairs, three teachers, two guidance counselors, five students, and two school committee members.

Data were collected through: 1) semi-structured in-depth interviews to explore informants' perspectives on planning, strategies, and discipline challenges 2) participant observation, on the implementation of rules (e.g., morning activities, worship services, the process of giving sanctions/rewards), and 3) document analysis by reviewing official school documents, such as school regulations, student pocket books, violation reports as formal evidence of management implementation. Data were analysed using the Miles and Huberman interactive analysis model. (Guest et al., 2012; Yin, 2016). Through data reduction stages by summarising and selecting data relevant to the focus of discipline management, data presentation by presenting data in the form of narratives, matrices, or charts to facilitate understanding, and drawing conclusions by verifying findings with data triangulation among sources (principal, teachers, students, documents).

Results and Discussion

The research adopts a qualitative approach with a single-case study design (Single-Case Study) at Private MTs Dukuhseti, Pati. This approach was chosen because student management is a complex social phenomenon that requires a deep understanding of the local context and the values in play. The location was selected for its reputation for strict discipline and its success in managing students who mostly come from Islamic boarding schools. The research informants comprised 15 individuals: the Principal, the Deputy Head of Student Affairs, three teachers, two guidance counselors, five students, and two school committee members.

Student Development Management Model (Planning, Implementation, Evaluation)

Qualitative data indicate that the student development management model at Private MTs Dukuhseti follows a cycle integrated with the Foundation/Islamic Boarding School.

Planning

Discipline planning is integrated into the Annual Work Plan (RKT) and translated into specific Student Work Programs. Discipline regulations are established through the involvement of students, teachers, and committee representatives (Participatory Regulations). Based on qualitative findings regarding participatory discipline planning at Private MTs Dukuhseti Pati, the following data presents the involvement and perceptions of stakeholders in the planning process for school/madrasah rules/regulations.

Table 1. Level of Participation in Drafting the Rules of Madrasa

Respondent Group	Statement of Engagement	Number of Respondents Who Agree	Engagement Percentage (%)
Teacher	We are actively involved in reviewing	18	90%

	and preparing the RKT regulations.		
Student	Student representatives are involved/ asked for input in establishing disciplinary rules.	11	73.3%
Committee/ Foundation	We agree and are involved in planning student work programs (including the rules).	5	100%
Total Average Engagement		34 / 40	85%

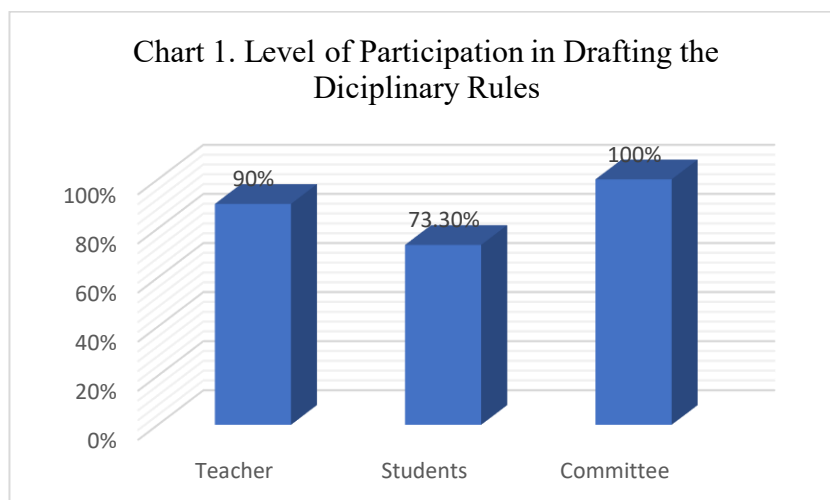


Table 1, "Level of Participation in Drafting the Rules of Madrassa," provides a quantitative foundation for the "Participatory Rule Establishment" pillar, which is essential to the school's management model. With an overall average engagement of 85%, the data support the theory that effective student management requires collaborative planning to ensure that rules are grounded in mutual agreement rather than imposed externally.

The Committee's and Foundation's 100% engagement reinforces their theoretical role as strategic partners that provide the necessary legitimacy, moral support, and structural authority for disciplinary enforcement. Similarly, the 90% participation rate among teachers highlights their central role in translating the Annual Work Plan (RKT) into daily practice, ensuring that discipline is integrated into the school's core educational functions.

While student participation is significant at 73.3%, it is the lowest among the stakeholder groups. Theoretically, this involvement is vital for the development of students' individuality and the channelling of their aspirations, thereby helping to transition discipline from rigid compliance to internalized self-awareness. The sources suggest that by seeking student input, the school fosters a sense of ownership and makes rules transparent and easy to understand. This high level of multi-stakeholder participation is a key factor in the school's reputation for producing graduates with strong character and integrity, as it fosters a "proven, effective management model" in which rules are respected through shared understanding. This finding resonates with Mondal (2020) assertion that schools with active stakeholder participation produce quality graduates.

Implementation

Implementation is carried out through a tiered supervision system comprising an on-duty teacher, a Student Affairs Deputy, and a Dormitory Supervisor (for boarding students). Discipline enforcement uses a transparent Point System. This aligns with Lewthwaite (2007) Explanation of a structured point system that provides clear consequences and enables tracking of students' behavioural development, consistent with modern management principles.

Based on the survey results, the effectiveness of supervision felt by students and teachers regarding the implementation of discipline at Private MTs Dukuhseti Pati is illustrated in the following table 3.

Table 2. Perception of Understanding of Disciplinary Rules

Respondent Group	Statement of Understanding	Level of Understanding	Qualitative Analysis
Teacher	I understand the integrated regulations in the annual Student Work Program (RKT).	92%	Very Strong Understanding: The teacher understands the program integration holistically.
Student	The applicable disciplinary rules are apparent and easy to understand.	88%	Good Understanding: Students recognize the clarity and ease of access of the rules.
Committee/Foundation	The planning document (RKT) clearly contains targets for enforcing discipline.	96%	Highest Understanding: The authorities consider the discipline plan clearly stated.
Overall Average Comprehension		92%	High Level of Understanding: Demonstrates successful socialization and the legitimacy of the rules.

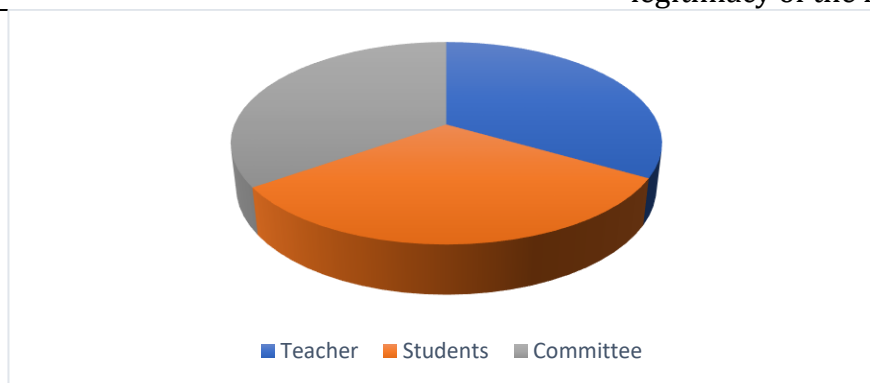


Chart 2 Perception of Understanding of Disciplinary Rules

Table 2, "Perception of Understanding of Disciplinary Rules," provides quantitative evidence of the success of the school's socialization and legitimacy efforts, showing an overall average comprehension rate of 92%. This high level of understanding is a critical

precursor to effective student management, as the sources suggest that well-understood rules are more easily enforced and accepted.

The Committee and Foundation exhibit the highest level of understanding at 96%, indicating that disciplinary targets are clearly articulated within the structural planning documents (RKT). Teachers follow closely at 92%, demonstrating a comprehensive understanding of how these regulations integrate into daily student work programs. Theoretically, this alignment among authority figures is vital for maintaining the consistency required for effective discipline.

Significantly, 88% of students perceive the rules as clear and accessible. In educational theory, this clarity is the bridge between "rigid discipline" and internalized self-awareness. When students clearly understand the expectations and the associated "Point System," discipline shifts from being an external imposition to a value they can internalize. This transparency addresses the common challenge of "low understanding," which often leads to repeated violations. By achieving such high levels of clarity across all stakeholder groups, the management model ensures that rules are not just "man-made" constraints but are recognized as transparent, fair, and legitimate tools for character development and moral education.

Evaluation

Evaluations are conducted monthly through the Student Coordination Meeting and semi-annually through the Point Violation Data Analysis. Evaluations are conducted monthly through the Student Coordination Meeting and semi-annually through the Point Violation Data Analysis. Evaluation results are used to determine corrective actions (e.g., counselling) or preventive actions (e.g., *Motivational Training*).

Table 3. Semester Student Discipline Evaluation

Evaluation Aspects	Indicator	Semester Compliance Percentage (%)	Information
Student Attendance	Students attend on time and do not skip school.	88%	Slight decrease due to an increase in unexcused absences
Neatness of Dress	Complete uniform according to regulations	91%	Compliance increased after re-socialization
Classroom Order	Do not make noise/disturbing actions	93%	There are still some cases of minor violations
Compliance with Rules and Regulations	Do not violate the rules (socialization, permits, etc.)	87%	Need for coaching for certain groups of students
Compliance with Mobile Phone Usage	Follow the rules for using cell phones at school	80%	The most frequent violations occur during breaks.
Point Violation Case	Decrease in cases of moderate to severe violations	7%	There is a downward trend during the current semester

Table 3, "Semester Student Discipline Evaluation," presents the critical "Evaluation" phase of the student management cycle and quantifies the effectiveness of the school's character-development efforts. With compliance rates across key indicators ranging from 80% to 93%, the data support the theory that a structured discipline system—incorporating proactive monitoring and a transparent Point System—creates an environment conducive to both academic and moral growth.

The highest compliance levels, observed in "Classroom Order" (93%) and "Neatness of Dress" (91%), reflect successful habituation and the positive reinforcement provided by the school's consistent reward-and-punishment system. These results align with research suggesting that an orderly school climate is associated with fewer behavioural violations. Conversely, the lower compliance in "Mobile Phone Usage" (80%) and the decline in "Compliance with Rules" (87%) from monthly to semester evaluations highlight the theoretical challenge of consistency. These fluctuations suggest that discipline can be "fragile" if it relies solely on external pressure rather than internalized self-awareness.

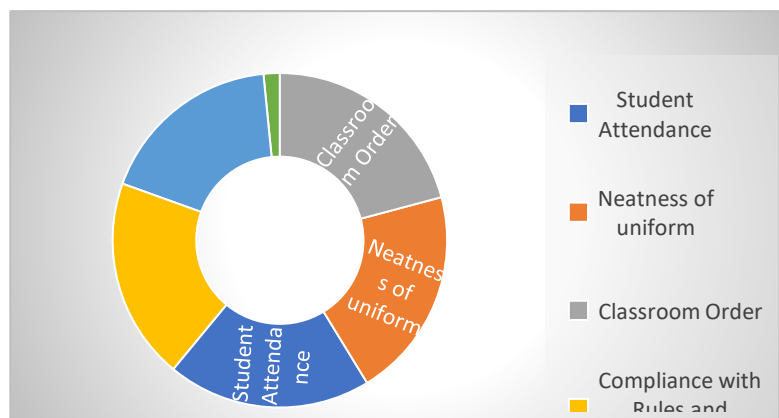


Chart 2 Semester Student Discipline Evaluation

Based on the evaluation of discipline implementation at MTs Dukuhseti, discipline is essential to creating a conducive learning environment. Disciplined students, those who attend on time, are orderly, and adhere to rules, tend to focus on learning and respect their teachers and classmates. This is consistent with the research findings of Bajovic et al. (2009). (Theoretical and research support) An orderly and organized school environment helps keep the teaching and learning process running smoothly, supports regularity, and builds students' character. Discipline is also closely related to student attendance: consistent monitoring of attendance helps identify students at risk of chronic absence, enabling early intervention before problems escalate. (Rickwood, 2013). Furthermore, research shows that a favorable school climate - characterized by effective classroom management, a supportive environment, and structured discipline - is associated with reduced negative behavior, fewer violations, and improved academic outcomes.

Based on aspects such as "Student Attendance," "Class Order", and "Neatness of Dress," which show a high level of compliance, this is in line with the theory that if order and discipline are enforced, the learning atmosphere will be conducive, supporting the learning process. Declines in percentages across some aspects from month to semester may indicate that discipline must be maintained continuously; consistency is crucial for the positive effects of discipline to endure. Classroom management and character education theory suggest that discipline imposed or "forced" tends to be fragile; what is

effective is building internal discipline, the students' own awareness of the importance of rules, not merely punishment, to ensure sustainable discipline. (Lickona, 1999), 2009).

The decrease in the number of violations (from 10% to 7%) indicates that some student groups are not fully compliant. This aligns with research findings that schools implementing proactive, data-driven/supported discipline systems (rather than relying solely on sanctions) tend to have fewer behavioral problems.

Thus, the results in the evaluation table can be used as a reflection tool for schools: aspects that are good need to be maintained, aspects that have declined need to be analysed for their causes, and data on serious violations need to be used as a basis for priority interventions so that each student receives guidance.

Main Discipline Enforcement Strategies

Based on the findings, there are three main pillars: the strategy of Private MTs Dukuhseti in enforcing discipline.

Integration of Religious Values

School rules are always based on Islamic teachings (Sharia Law). Minor violations are associated with spiritual consequences (sin/reward), not just physical sanctions. For example, tardiness is associated with disrespect for time, which is a trust from Allah. This pillar emphasizes that every disciplinary rule in force in schools refers not only to general rules of order but is also rooted in Islamic values derived from Sharia (the Qur'an and Sunnah). This means that discipline is seen not only as a social obligation but also as a spiritual responsibility of a Muslim.

The primary focus of this strategy is to build awareness that every Action has consequences of sin or reward, so that students are accustomed to self-correction (*muhasabah*) and maintain behavior according to religious teachings. The approaches used are: (1) Regulations that have religious value in the form of obedience to school rules are understood as a form of obedience to Allah, (2) Violations that have spiritual impacts in the form of violations that are not only given physical or administrative sanctions, but their moral and religious impacts are explained, (3) Formation of morals where discipline is formed not because of fear of Punishment, but because of awareness of Allah's closeness (*muraqabah*). The following are examples of the application of discipline related to religious integration at MTs Dukuhseti:

Table 4. The Application of Religious Values

Behaviour	Spiritual Impact Explained	Educational Examples
Come too late	Not taking care of the trust of time, which is a blessing from Allah	Reminding that Allah loves servants who are disciplined and punctual
Not dressing according to syari'ah	Not maintaining self-respect	Associated with the importance of covering the aurat as a religious commandment
No congregational prayer	Neglecting primary obligations	Education about the rewards of congregational prayer and the dangers of leaving prayer

Table 4, "The Application of Religious Values," illustrates the practical execution of the school's first strategic pillar: the Integration of Religious Values. Theoretically, this approach shifts student discipline from a mere social obligation to a spiritual responsibility rooted in Sharia Law. By reframing secular rules as religious duties, the school aims to foster intrinsic discipline that is more enduring than fear-based compliance.

The table details how specific behaviours are imbued with spiritual significance to encourage self-correction (*muhasabah*) and awareness of God's presence (*muraqabah*). For instance, lateness is not merely an administrative infraction; it is taught as a failure to respect the "trust of time," which is regarded as a blessing from Allah. Similarly, dress code violations are linked to the religious commandment to cover the *aurat*, and neglecting congregational prayer is framed as abandoning a primary obligation rather than merely as a violation of the school schedule.

This narrative analysis aligns with the theory that internalizing discipline through spiritual values strengthens the moral foundation. By explaining the spiritual implications - such as the risk of sin or the loss of divine reward - the school transforms discipline into a means of cultivating noble morals and integrity. Ultimately, Table 4 presents a management model in which discipline is not a "man-made" constraint but a form of obedience to God, ensuring that the school's character development is both holistic and spiritually grounded.

Consistency of Rewards and Punishments

Sanctions (point reductions) are applied fairly and impartially. Rewards (e.g., point additions or public appreciation) are provided periodically to reinforce positive behavior (attendance and religious discipline). This pillar stipulates that all forms of rewards and sanctions in schools must be implemented consistently, objectively, fairly, and transparently. Every student action, both positive and negative, elicits a balanced response through a points system or other forms of recognition as specified in the school's rules and regulations. The primary focus of this strategy is to encourage students to develop discipline through habituation and the reinforcement of behaviors, in accordance with behaviorist principles and moral Education.

The main principles in the application of rewards and punishments at MTs Dukuhseti are: (1) No discrimination, where all students receive the same treatment regardless of social status, closeness to teachers, or achievements, (2) Objective and measurable, where each violation or achievement has a clear score/indicator in the point assessment, (3) Educational goals, not intimidation, where punishments are given to improve behaviour, (4) Prioritizing positive appreciation, where rewards are used as a motivational reinforcement.

Table 5. Reward and Punishment

Behaviour	Consequence	Benefits of Education
Late arrival	Points reduction	Provides a deterrent effect and creates a habit of discipline
Violating the uniform	Detention + point deduction	Instilling orderly dressing according to the rules
Congregational prayer on time	Adding points	Strengthening motivation for worship and responsibility
Full attendance for one month	Certificate or public appreciation	Cultivate a sense of pride and motivation to achieve

Table 5, "Reward and Punishment," operationalizes the school's second strategic pillar: a consistent, objective, and transparent disciplinary system. Theoretically, this model is grounded in behaviorist principles and moral education, in which discipline is fostered through intentional habituation to positive actions and corrective guidance for negative ones.

The table illustrates a balanced approach to student management. Sanctions for behaviors such as "late arrival" and "uniform violations" employ a point-reduction system and detention. According to the sources, these are not intended to intimidate or judge, but rather to serve as educational tools that provide a "deterrent effect" and instill a sense of order. This objective and measurable approach ensures fairness and non-discrimination, as every student is held to the same clear standards regardless of social status or proximity to teachers.

Conversely, the Reward system - such as awarding points for "congregational prayer" or certificates for "full attendance"- serves as positive reinforcement. Drawing on the theories of Deci and Ryan, these rewards are viewed as reinforcements rather than bribes, thereby encouraging students to internalize values such as responsibility and spiritual devotion. By publicly recognizing positive behavior, the school cultivates a sense of pride and shifts students' focus from merely avoiding punishment to actively pursuing excellence.

Based on Table 5, the forms of Rewards applied are: adding discipline points, awards during ceremonies or assemblies, certificates, achievement cards, exemplary class badges, and small motivating gifts (e.g., books, access to special activities). Examples of non-degrading forms of punishment include point reductions based on the category of violation, written reflection (*muhasabah*) assignments, coaching by the homeroom teacher or the BK teacher, and participation in social activities (as a form of Education). The main objective of this strategy is to foster discipline through habits reinforced in a directed manner, to help students understand the consequences of each Action, and to create a fair and motivating school culture. This aligns with Lickona (1999) view that consistency is the key to effective discipline. Meanwhile, the reward strategy aligns with the view that rewards function as reinforcement rather than as bribes, thereby fostering motivation. The conclusion is that good behavior must be recognized and violations corrected - both consistently - to build sustainable discipline.

Ultimately, Table 5 demonstrates that consistency is the "key to effective discipline". By applying rewards and punishments impartially and proportionally, the management model fosters a predictable and motivating school culture in which students learn to take responsibility for their behaviour, thereby promoting sustainable character development.

External Support

The school committee and foundation are actively involved in supporting student programs, particularly by funding development activities and informing decisions regarding significant sanctions (e.g., suspension). This strategy emphasizes that fostering student discipline depends not only on internal parties within the school but also on strong support from the external Community, particularly the school committee and foundation. Both act as strategic partners in developing policies and implementing programs that support students' disciplined character. The primary focus of this strategy is to strengthen the disciplinary system by providing moral support, implementing policies, and securing external funding.

The role of the School Committee and Foundation in implementing this strategy is (1) Supporting Discipline Policy where the School Committee approves and

strengthens school regulations so that they are more legitimate in the eyes of the Community and helps socialize the rules to parents/guardians, (2) Validating significant sanctions, by being involved in the decision-making process related to severe sanctions such as suspension, school transfer, handling of severe violation cases (for example: violence, drugs), and this provides justice and transparency in the disciplinary process, (3) Supporting Student Program Financing, by providing a supporting budget for development activities such as character and spiritual training, spiritual activities (fast Islamic boarding schools, Islamic study groups), mentoring and counselling programs, and ensuring that supporting facilities for discipline are met (CCTV, digital attendance systems, places of worship, etc.), (4) A bridge between the School and the Community by accommodating the aspirations of parents and the Community for the improvement of regulations, and building a positive image of the School as an institution that cares about character.

Table 6. External Support

Forms of Support	Impact on Discipline Program
The committee approved the suspension for serious violations.	Sanction decisions are stronger and less biased.
The foundation funds development activities.	Character formation runs more optimally.
Regular meetings with parents	Improve synergy and communication in case handling.
Provision of disciplinary control facilities	Monitoring student behavior is easier and more accurate.

Table 6, "External Support," illustrates the final pillar of the school's discipline strategy, highlighting how the school committee and foundation serve as strategic partners. Theoretically, fostering student discipline requires more than internal school effort; it also necessitates legitimacy, moral support, and structural authority from the external community for sustainability.

The table shows that when the committee approves serious sanctions, such as suspension, the decisions become stronger and less biased. This external validation is vital because it provides a legal and social "bridge," making it more difficult for parents or the community to challenge disciplinary actions. Furthermore, the foundation's role in funding development activities—such as character training and motivational seminars—ensures that the "Holistic Character Development" pillar remains financially viable and is executed optimally.

Additionally, the provision of disciplinary control facilities (like CCTV and digital attendance systems) directly addresses the challenge of limited human resources by making student monitoring "easier and more accurate". Finally, the "Regular meetings with parents" mentioned in the table are crucial for creating the synergy needed to prevent coaching from becoming a "one-way street". By integrating these external stakeholders, the management model ensures that rules are not just school-level mandates but are legitimate, well-funded, and socially reinforced standards of character integrity. These results support Lickona (1999) argument that involving external stakeholders in student management is essential for improving educational standards.

Supporting and Challenge Factors

Based on the interview data, the supporting factors in the implementation of Student Development Management at MTs Dukuhseti are as follows:

Strong leadership of the madrasah principal

Strong leadership from the principal is a strategic factor in the success of student development management, particularly in enforcing discipline at the Dukuhsseti Private Islamic Junior High School (MTs). A principal with a clear vision for a disciplined school culture can direct all elements of the school toward a common goal. Fadhlillah and Ayuba (2024) argue that school leaders who can integrate Islamic values education into the modern education system enhance student management in Islamic educational institutions. This vision is typically translated into concrete programs, such as developing rules and regulations, strengthening student character, and establishing a structured system of rewards and punishments. A clear vision makes the direction of development more focused and easier for both teachers and students to understand.

Beyond the vision, the exemplary conduct of the madrasah principal is a crucial factor shaping the school community's behavior. A principal who arrives on time, acts firmly yet humanely, and consistently follows school rules will serve as a positive example for teachers and students. This exemplary behavior creates a positive culture that directly impacts discipline. When leaders live by the values they establish, the legitimacy of the rules is strengthened, and teachers and students are more receptive to development policies. (Lewthwaite, 2007).

Support through structural policies. Contribute to strengthening student development management. Firm principals typically establish precise operational mechanisms, such as dividing supervisory duties, establishing an active student development team, holding regular evaluation meetings, and using violation-point systems. These structural policies not only clarify the process for handling violations but also ensure that development is carried out systematically and professionally. A good structure ensures that growth is not dependent on specific individuals but operates as a system.

Overall, the leadership of a madrasah principal with a clear vision who sets an example and provides structural policy support is the primary foundation for strengthening the effectiveness of student development. These three aspects work together to create a madrasah environment that is conducive, orderly, and oriented toward developing disciplined student character.

Involvement of school committees and foundations

The involvement of the school committee and foundation is an external factor that significantly determines the success of student development management, particularly in enforcing discipline at Private MTs Dukuhsseti. The school committee and foundation serve as strategic partners for the madrasah in providing Education, so their support significantly impacts the smooth running and sustainability of the student development program. One of the most tangible forms of involvement is support for construction program financing, such as character training, counseling, motivational seminars, and the provision of written regulations, such as code-of-conduct books. Without adequate funding, development programs often suffer or fail to run optimally.

In addition, committees and foundations play an essential role in providing the monitoring infrastructure necessary to maintain student discipline. Examples include the provision of CCTV, loudspeakers, perimeter fences, or renovations to the guidance and counselling room and supervision post. Adequate infrastructure enables student affairs officials to conduct more effective monitoring and reduces the risk of violations. The presence of proper supervision facilities not only assists teachers in carrying out their supervisory duties but also has a psychological impact on students' behaviour.

The school committee and foundation also lend legitimacy to imposing sanctions on students who violate the rules, including severe measures such as summoning

parents, providing special counselling, or suspending students. This legitimacy is crucial because it encompasses the legal, moral, and social dimensions that underpin the madrasah's decisions. With this support, the school has a stronger, more confident position in enforcing the rules, as the steps taken have been agreed upon and endorsed by external parties with structural authority. Sanction decisions are also not easily challenged, as they have undergone a consultative process with the committee and the foundation.

Overall, the active involvement of the school committee and the foundation significantly strengthens student development. (Lewthwaite, 2007). This collaboration establishes a more effective oversight system, provides financial support for development programs, and ensures that rules and sanctions are enforced in a lawful and duly authorized manner. Thus, the madrasah can build a stable, structured, and disciplined environment supported by all stakeholders.

Consistent reward and punishment program

Program reward and Punishment. Consistent implementation of discipline is a key element in fostering student discipline at Private MTs Dukuhseti. Consistency in rewards and punishments provides students with clarity about the consequences of each Action. Using a points system, all forms of indiscipline are recorded objectively and quantitatively, thereby ensuring fairness for all students. When violations are rewarded with additional points based on the severity of the offense, students become more aware that every Action has an impact, thus encouraging them to improve their behavior.

In addition to punishment, the existence of awards for disciplined students has a very positive influence on fostering a culture of discipline in madrasahs. Rewards such as certificates, announcements of exemplary students, appreciation during ceremonies, or other non-material rewards serve as additional motivation for students to maintain good behavior. With consistent rewards, students are not only prevented from focusing on Punishment but also develop an awareness that positive behavior is recognized and valued in school life.

Consistency is the most crucial factor in this program's effectiveness. When teachers and school administrators apply the same standards for violations and sanctions without exception, students will view the rules as serious and non-negotiable. Conversely, inconsistency can lead students to ignore the rules because they perceive there is still room to avoid consequences. Therefore, proportional and fairly administered sanctions are fundamental to fostering a sense of responsibility and student compliance with the rules. This finding aligns with the research by Bajovic et al. (2009), which indicates that a reward-punishment approach is effective when used appropriately and fairly to encourage student discipline.

Overall, the combination of measurable violation points awards, awards for disciplined students, and proportional, consistent sanctions has raised students' awareness of the importance of discipline. This program not only fosters momentary obedience but also instills character values, enabling students to regulate their behavior, understand boundaries, and take responsibility for their actions. Thus, the reward-and-punishment program is a practical component in creating an orderly, conducive madrasah environment that supports teaching and learning.

Limited Human Resources (HR)

Limited human resources are among the most significant challenges in student development management, particularly in private Islamic schools such as Private MTs Dukuhseti. This is due to several factors. First, the number of mentors is suboptimal;

teachers' workloads are high; and mentors' competence is uneven. The number of mentors is disproportionate to the number of students. In some cases, a single homeroom teacher or guidance counselor may be responsible for a large number of students. As a result, supervision is uneven, particularly during class transitions, outside the classroom, and during non-formal activities (e.g., recess, extracurricular activities). The more students to mentor, the more difficult it is to monitor behavior intensively. These minor infractions, such as being late, not wearing complete attire, or being noisy in class, are often overlooked.

The second factor is the heavy workload of teachers, as teachers in private madrasas typically hold multiple roles, including teaching various subjects, serving as homeroom teachers, administering report cards and assessments, supervising extracurricular activities, and performing other student-related duties. This situation leaves teachers with limited time to focus on in-depth discipline development. This means that follow-up on student violations is not always prompt, leaving students feeling that the rules' impact is indirect. Another factor is the uneven competence of the guidance counsellors. Not all teachers possess practical communication skills with students, classroom management skills, character-building approaches, basic counselling techniques, and the ability to handle students who require special attention. Guidance and counselling teachers typically possess greater professional competence, but their numbers are often limited, so not all cases can be handled in depth. This results in uneven and incomplete case handling.

The third factor is the lack of specialized supervisory personnel (e.g., security or school guards). Madrasahs lack security guards, gatekeepers, or school area patrol officers. These personnel are crucial for monitoring student arrivals, monitoring areas prone to violations, and preventing unauthorized entry and exit. This makes it difficult to minimize violations outside the classroom or in open areas. These findings align with research by Hermawan and Khan (2023), who highlight that a shortage of qualified human resources significantly prevents the achievement of institutional vision.

Variety of student backgrounds

The diversity of student backgrounds presents a significant challenge in managing student development in Islamic schools, including Dukuhsati Private Islamic Junior High School. Students come from highly diverse family backgrounds, including differences in parenting styles, home discipline, and economic and social conditions. Some students are raised in highly disciplined environments and adapt easily to school rules, while others come from families that lack structure, regular habits, or consistent behavioral controls. Habits such as waking up late, neglecting homework, or lacking parental supervision often carry over into the school environment. Cultural and value differences within families also contribute to students' varying responses to school rules.

In addition to family factors, social and economic environments also influence student behavior. Students from low-income families often face psychological pressure, a lack of learning facilities, or domestic responsibilities that can lead to a lack of focus and frequent violations of simple rules such as punctuality or grooming. Meanwhile, students raised in permissive social environments may be accustomed to free-wheeling behavior, making it challenging to accept school-imposed restrictions. This diversity requires teachers and student advisors to adopt a more personalized, flexible approach and to understand each student's context to ensure effective and humane guidance. This finding is consistent with Bajovic et al. (2009) view that building a school community that incorporates students' diverse backgrounds enhances management outcomes.

Lack of parental cooperation

Lack of parental cooperation is a significant obstacle to student development. The findings support those of Mondal (2020), who advocated for parents' involvement in student management. Not all parents actively monitor their children's behaviour, schoolwork, and mental development. Some parents have limited time due to work, do not understand the importance of character education, or consider discipline to be the school's sole responsibility. This situation leads to suboptimal communication between the madrasah and parents, leaving some student behavioural issues without further attention from families.

Minimal parental involvement impacts the effectiveness of follow-up coaching. When schools impose sanctions or invite parents to discuss their children's behaviour, not all parents respond promptly or provide adequate support. As a result, behaviours addressed at School sometimes recur at home and reappear at School. This lack of synergy requires coaches to work harder, as coaching becomes a one-way street without consistent support from the family. Therefore, parental cooperation is crucial for the success of student discipline coaching.

Students' low understanding of the rules

Some students have a poor understanding of the rules and consequences of violations, leading to suboptimal disciplinary development. Many students have only a general understanding of the rules, without details on the consequences, such as the number of points awarded, the types of sanctions imposed, and the impact of accumulated points on their reputation or performance. This lack of understanding leads some students to view violations as minor, resulting in repeated instances of indiscipline. This finding is consistent with the findings of Lickona (1999), who indicate that students' lack of knowledge of school rules led to a lack of discipline. This incomplete understanding of the rules is also influenced by a lack of self-awareness and weak internalization of disciplinary values, both within school activities and the family environment.

Conclusion

The research results indicate that student development management at Dukuhseti Private Islamic Junior High School (Private MTs Dukuhseti) has been implemented effectively through structured planning, implementation, and evaluation. During the planning stage, the madrasah involved teachers, students, the school committee, and the foundation in developing disciplinary regulations. The high level of involvement and understanding of the rules indicates that the planning was participatory and that the resulting policies are both relevant and easy to implement.

During the implementation phase, supervision is carried out in stages by on-duty teachers, the Vice Principal for Student Affairs, and dormitory supervisors. This system is considered adequate by all stakeholders, particularly the intensive supervision within the dormitory environment. Implementing a point system for violations and proportional sanctions helps establish order and student discipline. Evaluations are conducted periodically through monthly meetings and analysis of violation data each semester. Data show a relatively high level of student compliance in attendance, neatness, and order. The results of these evaluations inform the strengthening of subsequent guidance programs.

Three main pillars support the discipline development strategy. First, internalizing religious values that foster students' self-awareness and the need for

discipline. Second, a consistent reward-and-punishment program that awards points for violations and recognizes disciplined students encourages positive behavior. Third, external support from school committees and foundations provides funding, oversight tools, and legitimacy for sanction policies. The main challenge lies in limited human resources, particularly the less-than-ideal teacher-to-supervisor ratio and the high teacher workload. However, the success of this development is reinforced by the visionary leadership of madrasah principals, exemplary discipline, and clear structural support.

Overall, the management of student development at MTs Dukuhseti is considered adequate and has fostered a school culture that is disciplined, religious, and conducive to learning.

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