The Impact of Educational Services on Student Discipline: A Case Study at SD Negeri 1 Kemiri Boyolali

Wantini[1]; Karsono[2]; Winarno[2]

[1] S2 PGSD Universitas Sebelas Maret, Surakarta, Indonesia

[2] Universitas Sebelas Maret, Surakarta, Indonesia

Abstract

Educational services play an important role in shaping student discipline in elementary schools. This study aims to analyze the impact of educational services on student discipline at SD Negeri 1 Kemiri Boyolali and the factors that influence it. The method used is a case study with a qualitative approach. Data were collected through observation, in-depth interviews with teachers and students, and analysis of school documentation. The results of the study indicate that effective classroom management, consistent implementation of school regulations, and the role of teachers in providing guidance and role models have a positive impact on student discipline. Supporting factors include good communication between teachers and students, parental involvement, and a conducive school environment. However, challenges are still found, such as inconsistency in enforcing rules and variations in student compliance levels The conclusion of this study confirms that systematic educational services supported by various parties can significantly improve student discipline. These findings can be a reference for other schools in developing more effective educational service strategies.

Keywords: *Educational Services; Student Discipline; Elementary School; Case Study; Classroom Management*

Introduction

Discipline is the main foundation in the formation of student character and is one of the indicators of educational success in elementary schools. Even discipline is effective in forming student character and increasing their participation and responsibility in the learning process. (Li et al., 2021; Fajarianto et al., 2024). In the context of formal education, discipline is not just about compliance with rules, but also reflects the internalization of the values of responsibility, independence, and self-control that develop through a systematic educational process. Law Number 20 of 2003 concerning the National Education System emphasizes that education aims to develop the potential of students to become people who are faithful, pious, have noble character, and are responsible. These values can only be realized if students are fostered through educational services that not only emphasize cognitive aspects, but also affective and psychomotor aspects in a balanced manner.

The educational services in question include various forms of learning services, counseling guidance, self-development activities, and conducive classroom management. These services, both digitally and face-to-face, can improve students' academic and personal development, such as increasing self-efficacy, solution-oriented thinking skills, and the characteristics of effective counselors. (Avcı, 2024; Syahindra Wandi et al., 20125; Suryawati et al., 2025). Optimal educational services can create a structured learning environment and support the formation of disciplined behavior. This is supported by research Raharjo, (2020) shows that planned and consistent education services can improve student discipline by up to 72%. However, there is still a gap between the ideal concept of education services and real practices in many elementary schools. This gap also occurs in SD Negeri 1 Kemiri Boyolali, which indicates challenges in realizing student discipline as a whole. Based on the recapitulation data on discipline for the odd semester of the 2024/2025 academic year, it was recorded that 23% of students in grades IV to VI were late coming to school more than three times a month, and 17% of students did not wear complete attributes according to school regulations. In addition, there are still students who do not complete daily assignments, and are less active in participating in marching and morning assembly activities.

These problems indicate a gap between the educational services that have been implemented and the expected student discipline behavior. One of the main causes is the suboptimal implementation of educational service programs. Several habituation programs such as morning literacy, group exercise, and character building have not been carried out consistently due to limited teaching staff and lack of routine supervision. In addition, guidance and counseling services in schools have not been carried out systematically because there are no special BK teachers at the elementary school level, so the approach to student problems tends to be reactive and does not touch the root of the problem.

In more depth, the condition of student discipline is also influenced by internal factors such as low motivation to learn, lack of awareness of the importance of obeying the rules, and minimal support from the family environment. In addition, being influenced by support and examples from school leaders is also very important in forming effective discipline practices, where the authority and readiness of teachers are the keys to success (Kropáč et al., 2023; Welsh, 2024). In addition, emotional factors of teachers such as fatigue and self-efficacy influence the application of disciplinary sanctions; teachers who are more tired tend to give more punishments, while teachers who are confident tend to use less exclusive punishments (Eddy et al., 2020). The relationship between school discipline and student self-control is also significant, where structure, support, and the quality of teacher-student relationships play a role in shaping student discipline and self-control (Li et al., 2021).

Parental discipline strategies, such as physical punishment or psychological aggression, negatively impact child well-being, whereas nonviolent discipline, school engagement, and a growth mindset can improve well-being (Kwok & Fang, 2022). Overall, discipline is influenced by the interaction between individual factors (teachers, students, parents), social environment, and school policies. Some students come from families with low socio-economic backgrounds, where supervision of learning habits and discipline at home is less than optimal. This has an impact on student behavior at school which tends to be less responsible and easily violates rules. The rationalization of this condition confirms that student discipline as a dependent variable cannot be formed instantly, but is greatly influenced by the quality of educational services as an independent variable. The mismatch between the design of the educational service program and its implementation in the field is the root of the emergence of undisciplined behavior among students.

The importance of this issue is being studied because discipline is not only related to the regularity of student behavior at school, but also has a long-term impact on learning success and character formation. If educational services are not immediately evaluated and improved, it is feared that indisciplinary behavior will continue to develop and hinder the achievement of educational goals. This research is expected to contribute to the development of more effective educational services that are

oriented towards the formation of student discipline in a sustainable manner, as well as being a reference for policy makers at the elementary school level in designing targeted character development strategies.

As a solution, educational services need to be improved through a more structured and integrated approach, such as empowering Pancasila student profile strengthening programs, consistent routine habits, giving awards for disciplined behavior, and forming a special character mentoring team. In addition, providing training for teachers in classroom management and basic counseling services is very important to support the implementation of character education as a whole. This solution is important because targeted educational services will create a conducive school climate, so that disciplinary behavior is no longer coercive, but grows from the awareness and responsibility of the students themselves.

The main objective of this study is to determine and analyze the impact of educational services on the level of student discipline at SD Negeri 1 Kemiri Boyolali, as well as to identify supporting and inhibiting factors in the implementation of these educational services. This study is expected to provide practical benefits for educators and school administrators in designing and implementing effective educational services to improve student discipline. In addition, the results of the study can be used as a consideration for educational policy makers in developing character-based educational service programs that are in accordance with the local needs of elementary schools.

Research Methods

This research uses a qualitative design with a case study approach. (Creswell, 2014). This study aims to gain an in-depth understanding of the impact of educational services on student discipline at SD Negeri 1 Kemiri Boyolali. This approach was chosen because it is appropriate for studying a phenomenon in a real-life context, where the boundaries between phenomena and contexts are not clearly visible. Case studies allow researchers to thoroughly explore the processes, interactions, and meanings involved in the implementation of educational services and the manifestation of student discipline holistically and comprehensively.

The subjects in this study were the principals. The informants involved consisted of the principal, class teachers, students, and parents of students at SD Negeri 1 Kemiri Boyolali. These four groups of informants were chosen because they had direct involvement in the implementation of educational services and experience with student discipline situations at school. Data collection in this study was carried out through three main techniques, namely in-depth interviews, participatory observation, and documentation studies. The data validity technique used was source triangulation. Data analysis in this study used an interactive analysis model developed by Miles et al., (2018), which consists of three main components, namely data reduction, data presentation, and drawing conclusions and verification.

Results and Research

In line with the formulation of the problem that has been explained in the previous section, the results and discussion of this study are focused on two things, namely the form of educational services and the impact of educational services on the character of student discipline. The form of educational services and its impact on the formation of disciplined character are important for examples in other schools. The following are the findings of this study.

1.Form of Educational Services

The form of educational services found in this study can be divided into two, namely daily habituation services and counseling services and teacher role models. Both forms of services have a

positive impact on the formation of the character of elementary school students' discipline. An explanation of each form of educational service is presented below.

1.1 Daily Habitual Services in the Formation of Disciplined Character

Based on the results of interviews, observations, and documentation studies, it was found that the educational services implemented at SD Negeri 1 Kemiri Boyolali have a positive impact on the formation of student discipline. The dominant educational services implemented include structured learning services, morning prayer services, and active involvement of parents through intensive communication with the school. This is based on the results of the interview below with the teacher below.

"Doa pagi, baris rapi, pemeriksaan seragam", (TBA**/23/05/2025**)

(Morning prayer, neat lines, uniform checks)

Educational services such as morning prayer, neat lines, and uniform checks have been shown to improve student discipline through the establishment of routines, structures, and reinforcement of positive values in the school environment. Research shows that consistent school discipline, whether through structure, support, or teacher-student relationships, is positively associated with increased self-control and disciplined behavior in students from preschool to high school. (Li et al., 2021; Krskova et al., 2021). Discipline education programs, including approaches such as Positive Discipline, are also effective in improving parent-child relationships and enhancing problem-solving and communication skills (Candan & Doğan, 2023). In addition, the implementation of structured educational services can help reduce deviant behavior and increase student readiness to learn and form positive attitudes that have an impact on behavior outside the classroom (Patel, 2021; Anderson et al., 2022). However, the effectiveness of educational services in improving discipline can vary depending on student background and needs to be tailored to be inclusive of all groups (Cruz et al., 2021). Overall, planned and consistent educational services play an important role in shaping students' discipline, character, and academic success (Budiwati et al., 2024). Even the impact is quite significant, reaching 30%. This is based on the interview results below.

> "*Setelah program layanan pendidikan diterapkan secara konsisten, guru dan kepala sekolah melaporkan adanya perubahan signifikan dalam perilaku siswa... penurunan kasus keterlambatan dan pelanggaran tata tertib sebesar 30% dalam satu semester terakhir*." (**KS/23/05/2025**)

> (After the educational service program was implemented consistently, teachers and principals reported significant changes in student behavior... a 30% decrease in cases of tardiness and violations of discipline in the last semester.)

Consistent implementation of educational service programs has been shown to have a positive impact on student behavior, including decreased cases of tardiness and violations of discipline. Research shows that improving the quality of educational services, such as responsiveness, reliability, and empathy, contributes to changes in student behavior through increasing their satisfaction and emotional attachment to school, which ultimately leads to positive behavior and institutional loyalty (Oliso et al., 2024; Oliso et al., 2024; Lin & Chen, 2025). In addition, programs such as service learning and Successful Educational Actions (SEAs) have been shown to improve interpersonal relationships, solidarity, motivation, and reduce conflict and absenteeism in the school environment (Chiva-Bartoll, Montero, et al., 2020; Chiva-Bartoll, Moliner, et al., 2020; Morlà-Folch et al., 2022). Campus service support is also closely related to student academic success and persistence, especially for those at risk (Johnson et al., 2022). Overall, the integration of quality educational services and value-based intervention programs not only improves academic achievement, but also forms better social behavior and a more conducive school environment.

This finding emphasizes the importance of school commitment in providing holistic educational services to support sustainable student behavioral change. This positive impact is also felt by students based on the following statements.

"*Gembira kalau semua ikut aturan... Untuk kebersamaan dan keteraturan."* (**S/24/05/2025**)

(Happy if everyone follows the rules... For togetherness and order)

Good educational services can improve student discipline by creating an environment that supports order and togetherness. Research shows that discipline, along with work motivation and learning interest, has a positive effect on student learning achievement; the higher the discipline, the greater the learning interest and achievement achieved. (Hendrawijaya, 2022). In addition, the implementation of effective disciplinary practices in schools is greatly influenced by teacher preparation, relationship-building skills, classroom management, and cultural responsiveness, all of which contribute to the creation of an orderly and harmonious learning atmosphere (Welsh, 2024). The use of technology in education can also help teachers in managing classes and fostering self-discipline in students through various digital tools (Cho et al., 2020). At the special education level, appropriate educational services can reduce the risk of excessive disciplinary punishments and help students with special needs become more engaged in the school environment (Hurwitz et al., 2021; Cunningham et al., 2024). Overall, education that emphasizes the values of togetherness, order, and the development of disciplined character will create a conducive learning atmosphere and improve student learning outcomes.

1.2. Counseling Services and Teacher Exemplary Behavior in Character Development of Discipline

Informal counseling services from homeroom teachers and personal approaches in elementary schools can be effective strategies in managing student attitudes, especially when facing violations. Face-to-face counseling is generally seen as more valuable and effective than bold services, because it provides greater comfort and trust for students in expressing personal problems. (Bird et al., 2020; Wang et al., 2020; Cerolini et al., 2023). This is in accordance with the interview results below.

Siswa patuh kalau diberi contoh langsung dan pendekatan personal. (Y/23/05/2025)

(Students are obedient when given direct examples and a personal approach)

Based on the results of the interview, it shows that counseling services and teacher role models play an important role in fostering students' disciplined character in schools. Teachers who act as role models are able to instill character values, including discipline, through attitudes, behaviors, and daily interactions that can be directly imitated by students, both inside and outside the classroom. (Fithriani et al., 2021). An effective character education program usually integrates teacher role models, habituation, advice, and rewards for good behavior, thus creating a school culture that supports the development of disciplined character (Wasehudin et al., 2024). Counseling services are also very much needed to help students overcome various disciplinary problems, such as tardiness, violations of rules, and other deviant behavior. (Harahap et al., 2023). Guidance and counseling (BK) teachers play an important role in providing direction, building communication, and working together with other teachers to create a conducive learning environment (Samad & Malik, 2023). Thus, synergy between teacher role models and counseling services is very important to form a disciplined character in students in a sustainable manner.

2.Impact of Educational Services on Disciplined Character

Educational services provided by SD Negeri 1 Kemiri, Boyolali have a positive impact on the formation of disciplined character. The disciplined character in question includes: discipline in attendance and punctuality, compliance with rules, responsibility for tasks, and self-control and consistency. An explanation of each of these impacts is presented below.

2.1 Attendance and Punctuality

Grades IV and VI showed good attendance rates and consistent readiness to learn. This is inseparable from the role of morning assembly and joint prayer activities that are routinely carried out at school. These activities directly help shape students' mental readiness and manage their time to start the learning process in a more orderly and focused manner. This is based on the following interview results.

Sebagian besar siswa hadir tepat waktu dan siap belajar." (TBA/23/05/2025)"

(Most students are on time and ready to learn)

Based on the interviews, quality educational services have a significant impact on student attendance and punctuality. The quality of school leadership, especially the role of the principal, has been shown to reduce absenteeism and increase attendance. In addition, successful educational actions, such as inclusive learning, family involvement, and supportive learning environments, are consistently associated with decreased absenteeism and increased student motivation (Morlà-Folch et al., 2022; Jones et al., 2025). Teacher behaviors that support autonomy, such as providing structured guidance, encouraging active participation, and creating an interactive classroom atmosphere, also encourage students to arrive on time and be more engaged in learning (Gülbak & Gülbak, 2025).

2.2 Compliance with Rules

Character development services in schools play an important role in shaping students' discipline, one of which is through compliance with established dress codes. Through habituation and role model activities, students are encouraged to appear neat, polite, and in accordance with applicable norms. In addition, this service also fosters awareness of the importance of maintaining cleanliness and sustainability of the school environment. Thus, character development not only forms positive individual behavior, but also creates a school culture that is orderly and cares about the environment. This is based on the interview results below.

"*Kelas VI lebih konsisten pakai seragam sesuai jadwal dan tertib saat istirahat*." (S/24/05/2025)

(Grade VI is more consistent in wearing uniforms according to schedule and orderly during breaks)

Based on the interview results, it shows that educational services have been proven to have a positive impact on individual compliance with applicable rules or procedures. Educational interventions, such as training or direct education, significantly increase compliance (Alaraidh et al., 2023; Seoane et al., 2020). In general, structured and ongoing education services can increase an individual's knowledge, awareness and compliance with the rules or regulations that apply in the work environment and public services.

2.3 Responsibility for Tasks

The activity of being on duty and being accustomed to responsibility at school have a positive impact on students' awareness in carrying out their obligations. Through daily routines such as cleaning the classroom, tidying up benches, and maintaining a clean environment, students are trained to be responsible both collectively and individually. This habit not only forms discipline, but also fosters a sense of belonging to the school environment. This is based on the interview results below.

"*Anak jadi suka ikut jadwal dan tanggung jawab... jadi lebih rapi dan suka belajar*." (F/24/05/2025)

(Children like to follow the schedule and responsibility... so they are neater and like to learn)

Based on the interview results, educational services at the elementary school level have a significant impact on students' responsibility in completing tasks. Research shows that learning models, both face-to-face and online, can shape students' responsible character, such as completing tasks on time, following instructions, and committing to the tasks given (Septiananda & Chudari, 2021; Maharsiwi & Sutama, 2024). The role of teachers and parents is very important in instilling the value of responsibility, either through habituation, motivation, or supervision during the learning process. Thus, structured educational services supported by a conducive environment can strengthen the character of responsibility of elementary school students in carrying out their tasks.

2.4 Self-Control and Consistency

Activities such as scouting, group work, and duty have an important role in training students to develop self-control and the ability to work together. Through scouting, students learn discipline, responsibility, and leadership in a fun and structured context. Group work fosters communication skills and tolerance, while duty trains discipline and a sense of responsibility for the environment. All of these activities indirectly form positive characters that support students' social and emotional development. This is in accordance with the interview results below.

"*Tenang saat ditegur, tidak mudah marah... siswa aktif lebih disiplin*." (**GM/24/05/2025**)

(Calm when reprimanded, not easily angered... active students are more disciplined)

Effective educational services can improve self-control and consistency (discipline) of elementary school students through various approaches, such as involving teachers, parents, and communities in building a culture of discipline in schools. Programs that integrate discipline training into daily learning, as well as involving students in making classroom rules, have been shown to significantly improve students' understanding and disciplinary behavior (Loyz et al., 2024). A structured self-control educational action formation model can also be applied to help students develop the ability to regulate their behavior and emotions (Agung et al., 2024). The role of the teacher is very important, not only as a rule enforcer, but also as a role model and mentor who guides students towards self-discipline (Novrianti & Widayatsih, 2024). In general, school discipline is positively related to student self-control, although the effects tend to be small to moderate, and stronger in older students. Collaboration between schools, families, and communities is key to building an environment that supports the development of self-control and behavioral consistency in elementary school students.

The observation results obtained data that the majority of students were present on time, wore uniforms according to the provisions, and participated in learning activities in an orderly manner. Teachers played an active role in providing positive reinforcement, educational reprimands, and personal guidance. Meanwhile, documentation showed a decrease in the number of violations of discipline compared to the previous year, as well as an increase in student punctuality above 90%. The findings of this study strengthen the view that educational services are a strategic instrument in shaping student discipline, especially at the elementary school level. Learning services that are implemented in a structured and consistent manner are able to instill positive habits in students from an early age. This is in line with the theory of educational services which states that effective services must touch on aspects of learning, personal guidance, and involvement of the student's environment (Annisa et al., 2025).

Character building services integrated into routine school activities have been proven to form discipline values through habits, such as arriving on time, following dress codes, and respecting teachers and friends. These results are in line with research by Dole, (2021) which shows that character education programs in elementary schools are able to significantly improve students' disciplined behavior. This phenomenon indicates that educational services not only have an impact on the cognitive aspect, but also greatly influence the affective dimension of students. Educational services are a bridge between ideal educational values and real implementation in students' daily lives. This finding also shows a strong

relationship between the quality of educational services (independent variable) and the level of student discipline (dependent variable). This provides reinforcement for the theory of educational services which emphasizes the importance of relevance, affordability, and sustainability of educational programs as determinants of success in shaping students' character.

Conclusion

This study concludes that educational services that are implemented consistently, structured, and involve all parties in the school have a real positive impact on the formation of student discipline at SD Negeri 1 Kemiri Boyolali. The involvement of the principal, teachers, education personnel, and the active role of parents also strengthen the effectiveness of the implementation of comprehensive educational services. The most influential forms of service include daily services such as class entry supervision, giving scheduled daily assignments, and counseling services that focus on fostering behavior and understanding the values of discipline. The exemplary behavior of teachers in behaving, dressing, and speaking are important factors that are indirectly emulated by students, strengthening the internalization of disciplinary values in themselves.

Student discipline is reflected in various positive behavioral indicators, including punctual attendance every day, obedience to school rules such as dressing neatly and maintaining classroom cleanliness, and responsibility in completing learning assignments. In addition, the ability to control oneself when facing conflict situations, consistency in obeying rules without having to be closely supervised, and an attitude of respecting time and others show that discipline has become part of the student's character. Service strategies that are designed in an integrative manner and adjusted to the developmental needs of students have proven effective in instilling the value of discipline from an early age. This shows that character building efforts do not have to be through a punitive or authoritarian approach, but can be built through an educational, participatory, and inspiring parenting pattern. Therefore, a sustainable education service approach can be a strategic solution in forming a young generation that is disciplined, responsible, and ready to face future challenges.

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