



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657

E-ISSN
2581-2203

The Implementation of School Rules on the Disciplinary Character of Students at SMA Negeri 1 Gunung Toar, Kuantan Singingi Regency

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ARTICLE INFO

Article history:

Received: 12 May 2025

Revised: 10 June 2025

Accepted: 11 June 2025

Published online: 05 July 2025

Keywords:

Code of Conduct,
Discipline Character

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Article Doi:

<https://doi.org/10.31258/jes.9.4.p.2526-2538>

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ABSTRACT

This study was motivated by the lack of disciplinary character among students at SMA Negeri 1 Gunung Toar. The purpose of the research was to determine whether the implementation of school rules has an effect on the disciplinary character of students at SMA Negeri 1 Gunung Toar. This study employed a quantitative descriptive method. The population consisted of 380 students, with a sample of 95 students selected randomly. Data analysis was conducted using a simple linear regression test with the assistance of SPSS version 25. The results showed a positive and significant influence of school rules implementation on students' disciplinary character, as evidenced by the calculated F value (62.430) being greater than the F table value (3.94). The coefficient of determination (R Square) was 0.402, indicating that the implementation of school rules accounts for 40.2% of the variance in students' disciplinary character, while the remaining 59.8% (100% - 40.2%) is influenced by other variables not examined in this study.

1. Introduction

Education is an essential factor that cannot be separated from an individual's life, whether within the family, the community, or the nation. According to Pristiwanti et al. (2022), education is a deliberate and structured process aimed at imparting knowledge, skills, values, and norms. It is a fundamental human necessity in navigating life in the era of globalization and serves as a means of developing individual potential (Angraini et al., 2023). The ultimate goal of education is to produce individuals who are intelligent, of high quality, morally upright, and responsible (Zendarto & Lase, 2022). This is in line with the national education objectives as stated in Article 3 of Law No. 20 of 2003 concerning the National Education System, which aims to develop students' skills, character, and national civilization grounded in noble values, in order to nurture learners who believe in Almighty God and possess noble character.

Schools are an integral part of the formal education system and hold responsibility for the educational process (Nisa et al., 2023). A school is a place where the teaching and learning process occurs between teachers and students. It serves as a setting where individuals can acquire knowledge, develop skills, and improve their character. Character refers to the qualities possessed by an individual that reflect their personal traits and behavior (Anzalena & Yusuf, 2021). In every school, there are rules that govern student behavior, aimed at creating a conducive learning environment and supporting an effective educational process. These rules are not merely prohibitions or directives, but carefully designed guidelines intended to shape students' character, foster discipline, and maintain order within the school environment.

The aforementioned rules cover various aspects, ranging from obligations that must be fulfilled by every student—such as attending class on time, wearing the school uniform neatly, and maintaining the cleanliness of the school environment—to prohibitions, such as skipping classes. These rules are commonly referred to as *school regulations* or *code of conduct*. The code of conduct consists of binding regulations that serve as a guideline for every individual in creating a safe and orderly environment (Aslamiyah, 2020). It is a set of rules established to regulate a person's behavior or conduct (Krisnadi, 2020). The code of conduct serves as a guide that all students must adhere to in school. It is designed to ensure that students can engage in the learning process in an orderly manner and refrain from prohibited behaviors during school hours. The code of conduct functions as a regulator of students' attitudes and actions, aiming to ensure that students behave appropriately and comply with the established rules (Krisnadi, 2020). According to Thahir et al. (2024), factors that influence school regulations include the family environment, the school environment, and the broader community environment.

Operationally, there are several rules that are relatively easy for students to comply with, as outlined by the Ministry of National Education and cited by Krisnadi (2020), including: a) students must adhere to the dress code set by the school; b) students must maintain discipline, uphold the school's reputation, and show concern for the school environment; c) students must be prepared to engage in learning in accordance with the established curriculum; d) students must be willing to participate in the educational activities determined by the institution; and e) during break times, students must obtain permission from the principal or the teacher on duty before leaving the school premises. These rules are consistently enforced in schools.

The aspects mentioned above are consistently implemented in every school. The implementation of school rules is a crucial step in fostering a safe and positive school environment (Sidik Iriansyah et al., 2022). Enforcing school regulations must be carried out consistently, especially by all students, and must be supported by all school stakeholders, including principals and teachers, to foster positive character development among students (Putra et al., 2019). With these regulations in place, students are encouraged to behave appropriately and to consistently comply with the rules, thereby promoting good discipline and the development of a disciplined character. Character refers to the qualities possessed by an individual

that reflect how a person behaves (Anzalena & Yusuf, 2021). It encompasses one's way of thinking that shapes the unique characteristics of each individual in daily life. In student development, character plays a vital role. Character is particularly important in shaping each student's personal growth, one of which is the character of discipline. Discipline is a condition of order in which individuals comply with and follow established rules properly (Harita et al., 2022).

Discipline refers to the ability of students to exercise self-control and comply with all school regulations. It plays a vital role in shaping a younger generation that respects rules and values time, such as being punctual and behaving in accordance with established norms (Annisa, 2019). Discipline involves an individual's capacity for self-regulation in adhering to rules. It does not emerge spontaneously from within students but can be nurtured through the consistent enforcement of school regulations (Gilang et al., 2023). This study is necessary in the field of education, particularly in examining the implementation of school rules and their relationship to the development of students' disciplined character. It offers insights into how school regulations—especially those directly influencing students—can contribute to character development, particularly discipline. A previous study conducted by Husnurridlo et al. (2022), titled *"The Influence of the Implementation of School Rules on the Discipline of Students at PP Darussalam Bangunsari Ponorogo,"* concluded that the implementation of school regulations has a significant impact on student discipline. The present study aims to examine the extent to which the enforcement of school rules can influence the development of students' disciplinary character. Therefore, it is essential to explore this topic within the school environment and the broader field of education. This study specifically focuses on school rules that pertain directly to student behavior.

Based on a discussion with a guidance and counseling teacher at SMA Negeri 1 Gunung Toar, referred to as Mr. W (45 years old), it was stated that the school has a code of conduct consisting of several rules. These include: a) students must arrive at school by 07.00 AM (WIB); b) students are required to attend all lessons taught by teachers at school, except for religious education, which is followed according to each student's respective religion; c) students who wish to leave the school during instructional hours must obtain permission from the teacher currently teaching the class; d) students must wear the school uniform properly; e) students who are unable to attend school must inform the school administration; f) wearing the official school uniform is mandatory for all students; g) students must maintain a neat and appropriate appearance while at school and avoid excessive or inappropriate styles.

A common issue related to students' disciplinary character is their lack of time discipline, such as arriving at school after the bell rings or failing to enter the classroom on time. Student indiscipline is also reflected in their disregard for school regulations, as evidenced by behaviors such as littering, causing disturbances at school, and damaging school facilities—for example, scribbling on walls. Furthermore, violations are also observed in students' dress code compliance. Some students wear their uniforms improperly, such as leaving shirts untucked, while

others wear excessive accessories that are not permitted by school rules, such as male students wearing bracelets.

These issues are consistent with the findings of a study conducted by Rohmat et al. (2021), titled *"The Influence of School Rule Implementation on Students' Learning Discipline,"* which indicates that students still exhibit poor disciplinary character. This includes not engaging properly in the learning process, frequently requesting to leave the classroom, neglecting personal neatness, and failing to participate in school activities punctually. Several observed phenomena show that some students do not demonstrate good disciplinary behavior. For instance, they show indifference to the existence of school rules and act according to their own will—such as requesting to leave the classroom during lessons but taking extended periods or not returning at all. This behavior reflects a lack of discipline in complying with established regulations. It also aligns with the inconsistency in students' adherence to school rules; students do not always obey the rules that have been clearly established. For example, although school regulations specify a set arrival time, some students continue to arrive late, indicating a lack of compliance with the expected disciplinary standards.

Based on the results of a preliminary study conducted at SMA Negeri 1 Gunung Toar, it was found that some students exhibit good disciplinary character, such as arriving at school on time and attending the learning process daily. However, there are also students who do not demonstrate good disciplinary character, including arriving late to school, entering the classroom late, neglecting school cleanliness, and wearing uniforms improperly, such as leaving shirts untucked. Additionally, some students frequently request to leave the classroom during lessons. This reflects that not all students at SMA Negeri 1 Gunung Toar can be considered to have good disciplinary character. Based on these observations, the author is interested in conducting a more in-depth study on the influence of school rules on students' disciplinary character. The purpose of this study is to determine whether the implementation of school rules has an effect on the disciplinary character of students at SMA Negeri 1 Gunung Toar.

2. Methodology

This study was conducted using a quantitative descriptive research method based on the object of study (Sugiyono, 2020). The population of this research consisted of all students at SMA Negeri 1 Gunung Toar, totaling 380 individuals. According to Arikunto (2020), when the population exceeds 100, typically 10–15% or 20–25% of the total population is selected as the sample. In this case, the researcher decided to take a sample of 25% of the total population. Therefore, the sample for this study is:

$$\frac{25}{100} \times 380 = 0,25 \times 380 = 95$$

Based on the Suharsimi Arikunto formula mentioned above, the sample size for this study was determined to be 95 students from SMA Negeri 1 Gunung Toar. The

sampling technique employed was random sampling, which involves selecting samples randomly and proportionally in relation to the population size (Sugiyono, 2020). The data collection methods used in this study were questionnaires and documentation. The questionnaire consisted of two groups of statements: variable X (school rules) with 10 items, and variable Y (disciplinary character) with 10 items. The data were measured using a five-point Likert scale. The Likert scale and the corresponding score values for each response option are presented in Table 1 below:

Table 1. Scoring of Responses

No.	Question	Score
1	Always	5
2	Often	4
3	Sometimes	3
4	Rarely	2
5	Never	1

Source: Yusrizal (2022)

The next step is to calculate the percentage of respondents' answer choices using the formula $p = F/N \times 100\%$, with the following explanation:

P = Percentage of Answer Choices

F = Frequency of Answer Choices

N = Number of Research Samples

100% = Constant value

3. Results and Discussion

Results

The objective of this study is to determine whether the implementation of school rules influences the disciplinary character of students at SMA Negeri 1 Gunung Toar. The following presents the data obtained from the research conducted at the study site, SMA Negeri 1 Gunung Toar, with the assistance of SPSS version 25. A detailed explanation of the processed data can be seen in Figure 1 below.

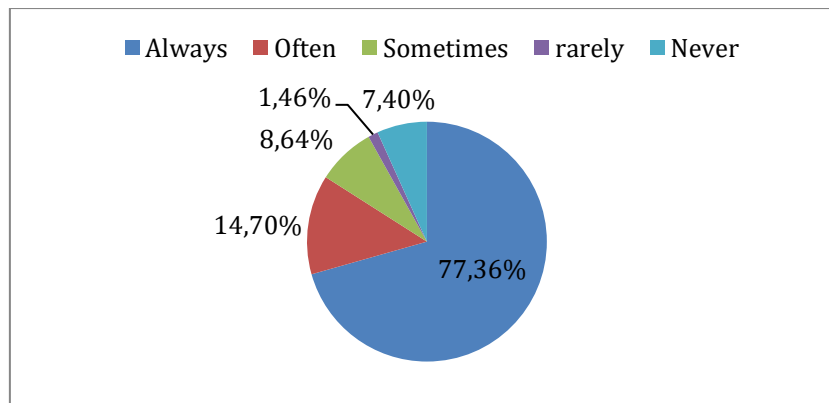


Figure 1. Recapitulation of Respondents' Answers Regarding Variable X (School Rules)

Based on Figure 1 above, the recapitulation of respondents' answers regarding variable X (school rules) shows that 77.36% of students answered "always," 14.74% answered "often," 8.64% answered "sometimes," 1.46% answered "rarely," and 0.74% answered "never." With the majority response being "always" at 77.36%, the combined percentage of "always" and "often" answers is 92.1% (77.36% + 14.74%). Therefore, it can be concluded that the implementation of school rules by students at SMA Negeri 1 Gunung Toar is at a very good level. Furthermore, to view the processed data results for variable Y (students' disciplinary character), please refer to Figure 2 below:

Recapitulation of Respondents' Answers Regarding Variable Y (Disciplinary Character)

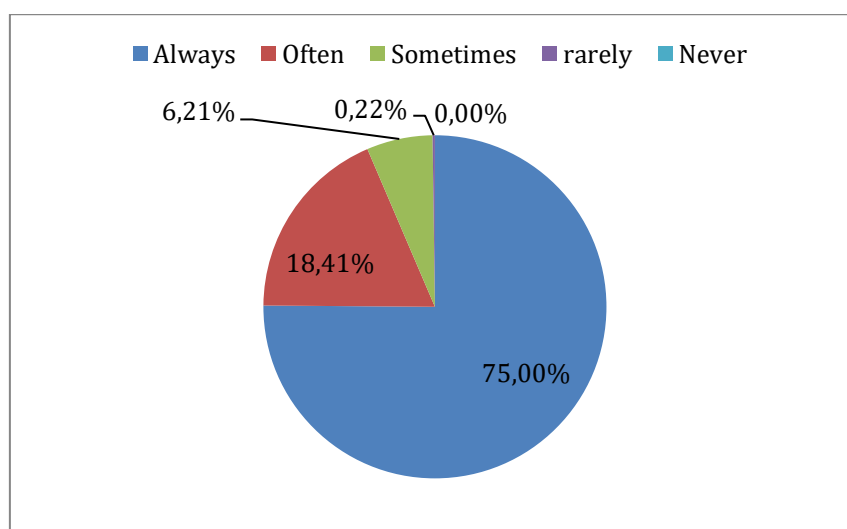


Figure 2. Respondents' Answers Regarding Variable Y (Disciplinary Character)

Based on Figure 2 above, the percentage of students who answered "always" was 75.27%, "often" 18.41%, "sometimes" 6.21%, "rarely" 0.22%, and "never" 0%. With the dominant response being "always" at 75.27%, the combined percentage of "always" and "often" responses is 93.68% (75.27% + 18.41%). Therefore, it can be concluded that the disciplinary character of students at SMA Negeri 1 Gunung Toar is at a very good level.

Normality Test

The normality test is conducted to determine whether the data distribution is normal. This test is performed using the Kolmogorov-Smirnov method with a 5% confidence level, and the data are considered normally distributed if the significance value is greater than 0.05 (Sugiyono, 2020). The results of the normality test, indicating whether the data distribution is normal or not, can be seen in Table 2 below:

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		95
Normal Parameters	Mean	.0000000
	Std. Deviation	2.47774866
Most Extreme Differences	Absolute	.073
	Positive	.055
	Negative	-.073
Test Statistic		.073
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		
Source: Processed data (2025)		

Based on Table 2, the asymp. Sig. (2-tailed) value is 0.200. Therefore, it can be concluded that the significance value is greater than 0.05 ($0.200 > 0.05$), indicating that the data are normally distributed.

Linearity Test

Linearity testing is a statistical test conducted with the support of computer software (Sugiyono, 2020). The purpose of the linearity test is to determine whether there is a linear relationship between two variables. This test is used to assess whether the two variables have a linear relationship or not. The testing is carried out on each variable using the Test for Linearity, and the results are examined in the ANOVA table. The results of the linearity test, indicating whether the data are linear or not, can be seen in Table 3 below:

Table 3. Linearity Test Results

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Student discipline character* School Regulations	Between Groups	(Combined)	481.732	13	37.056	6.218	.000
		Linearity	387.396	1	387.396	65.000	.000
		Deviation from Linearity	94.337	12	7.861	1.319	.224
	Within Groups		482.752	81	5.960		
	Total		964.484	94			

Source: Processed data (2025)

Based on Table 3 from the data processing above, the significance value for Deviation from Linearity is 0.224, which is greater than 0.05 ($0.224 > 0.05$), indicating a linear relationship between X and Y. It can be concluded that there is a significant relationship between the implementation of school regulations and students' disciplinary character.

Simple Linear Regression Test

The simple linear regression test is used to examine the effect of variable X (implementation of school regulations) on variable Y (students' disciplinary character). The results of the simple linear regression test using SPSS version 25 can be seen in Table 4 below:

Table 4. Simple Linear Regression Test

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	14.876	4.058		3.666
	Discipline Character	.686	.087	.634	7.901
					.000

a. Dependent Variable: Student discipline character

Source: Processed data (2025)

Table 4 above shows that the regression equation model can be expressed as follows:

$$\hat{y} = \alpha + b X$$

$$\hat{y} = 14.876 + 0,686 X$$

From the equation above, it can be concluded that:

- The constant value of 14.876 means that the constant for variable X (school regulations) is 14.876.
- The regression coefficient of X is 0.686, which indicates that for every 1% increase in variable X, the student discipline character (variable Y) increases by 0.686. Since the regression coefficient is positive, it can be said that the influence of variable X (school regulations) on variable Y (student discipline character) is positive

Hypothesis Test (F-Test)

The F-test is used to determine whether there is a significant effect of variable X (school regulations) on variable Y (students' discipline character). According to Sudaryono (2021), if the significance probability value is less than 5%, the independent variable will have a significant simultaneous effect on the dependent variable. The results of the hypothesis test (F-test) can be seen in Table 5 below:

Table 5. Results of the Hypothesis Test (F-Test)

ANOVA ^a					
Model		Sum of Squares	df	Mean Square	F
1	Regression	387.396	1	387.396	62.430
	Residual	577.088	93	6.205	
	Total	964.484	94		

a. Dependent Variable: Student discipline character

b. Predictors: (Constant), School Regulations

Source: Processed data (2025)

Based on the research results shown in Table 5 above, the significance value obtained is $0.000 < 0.005$. Therefore, H_0 is rejected and H_a is accepted, which means that there is an effect of the implementation of school rules on the disciplinary character of students at SMA Negeri 1 Gunung Toar. Furthermore, from the F-test, the calculated F value is 62.430. To determine the F-table value, the degrees of freedom (df) 1 is 1 and df 2 is 93, resulting in an F-table value of 3.94. Thus, it can be concluded that the calculated F value is greater than the F-table value ($62.430 > 3.94$), indicating that there is a significant influence of the implementation of school rules on the disciplinary character of students at SMA Negeri 1 Gunung Toar.

Coefficient of Determination

The coefficient of determination (R^2) is used to measure the extent of the influence of variable X (school regulations) on variable Y (students discipline character). The results of the coefficient of determination in this study can be seen in Table 6 below:

Table 6. Coefficient of Determination Test

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.634 ^a	.402	.395	2.491

a. Predictors: (Constant), School Regulations
b. Dependent Variable: Student discipline character
Source: Processed data (2025)

Based on Table 6 above, it was found that the R^2 value is positive at 0.402, with the following percentage:

$$\begin{aligned}
 R \text{ Square} &= R^2 \times 100\% \\
 &= (0,634)^2 \times 100\% \\
 &= 0,402 \times 100\% \\
 &= 40,2\%
 \end{aligned}$$

Based on the above calculations, it can be concluded that the variable X (school regulations) has an effect of 40.2% on variable Y (students' disciplinary character), while the remaining 59.8% ($100\% - 40.2\%$) is influenced by other factors. The interpretation of the strength of this relationship can be seen in Table 7 below:

Table 7. Coefficient of Determination Table

Coefficient Interval	Degree of Relationship
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Moderate
0,60 – 0,799	High
0,80 – 1,000	Very Strong

Source: Sugiyono (2015)

Based on the obtained value of 0.634, the correlation level between variable X (school regulations) and variable Y (student discipline character) is classified as high, falling within the interval of 0.60 to 0.799.

Discussion

The study entitled "The Effect of School Rules Implementation on the Disciplinary Character of Students at SMA Negeri 1 Gunung Toar" aims to determine whether the implementation of school rules influences the disciplinary character of students at SMA Negeri 1 Gunung Toar. The population in this study consisted of 380 students, with a sample of 95 students randomly selected from grades X to XII at SMA Negeri 1 Gunung Toar. This research involves two variables: variable X (school rules) and variable Y (student disciplinary character). Variable X (school rules) comprises three indicators derived from the SMA Negeri 1 Gunung Toar school rules handbook: student attendance, school uniform regulations, and grooming or student appearance rules. Meanwhile, variable Y consists of three indicators: habituating punctual attendance, habituating adherence to school rules, and habituating wearing school uniforms in accordance with established regulations.

Essentially, the implementation of school rules is one of the measures carried out by all parties within the school to enhance students' disciplinary character. The established rules serve as guidelines for students in carrying out activities both inside and outside the school. Effective school rules will foster good disciplinary character among students. This aligns with Faizah's (2019) view that school rules are a set of regulations created and established by the school authority, which are enforced and obeyed with the aim of instilling student discipline so that a positive relationship is reflected through good student character. Student disciplinary character is a fundamental trait that students must possess during all school activities, including learning and adhering to all school regulations. This is consistent with Harita et al. (2022), who state that the purpose of instilling discipline in students is to teach them good habits that serve as preparation for adulthood. Demonstrating disciplinary character manifests in behaviors of obedience, orderliness, and tidiness.

The research results indicate that the school rules implemented at SMA Negeri 1 Gunung Toar have a significant influence on the development of students' disciplinary character. When school regulations are consistently enforced and followed by students, their disciplinary behavior improves accordingly. This is evident in students' punctual attendance, adherence to the school uniform code, and maintaining proper appearance while at school. This can be observed from the responses to each statement, with one of the most notable findings being the high level of student attendance. The majority of students arrive at school on time, participate in learning activities, and are actively involved in school events such as ceremonies and extracurricular activities. These findings suggest that attendance rules effectively help students develop time discipline habits.

Furthermore, the rules regarding school uniforms greatly contribute to fostering disciplinary habits. Students become accustomed to dressing neatly, properly, and in accordance with school regulations. This also influences their attitude toward maintaining their appearance and respecting the applicable rules. Student appearance, such as avoiding excessive makeup and keeping hair tidy, reflects the effective enforcement of school regulations. When students consistently maintain their appearance according to the rules, they also develop discipline in other areas, such as demonstrating politeness and maintaining cleanliness. However, student discipline is not influenced solely by school rules. Other factors such as individual self-discipline, peer environment, and social or community influences also play a role. Therefore, the implementation of school regulations is one of the efforts made by the school to address various issues related to student disciplinary character at SMA Negeri 1 Gunung Toar.

School regulations serve as guidelines for students' behavior, so when students consistently adhere to these rules, it is expected to enhance their disciplinary character. School regulations have a significant impact on students' discipline; when these rules are established and enforced consistently, students' disciplinary character improves. Conversely, if the regulations are not applied consistently, students' discipline tends to decline. This is in line with the study conducted by Novia Elisabet et al. (2024), which found that effective implementation of school regulations leads to well-developed student discipline. The enforcement of school rules positively and significantly influences students' disciplinary character.

4. Conclusion

Based on the study entitled "The Influence of School Regulations Implementation on the Disciplinary Character of Students at SMA Negeri 1 Gunung Toar," which addresses the research question, "Is there an effect of implementing school regulations on the disciplinary character of students at SMA Negeri 1 Gunung Toar?", it can be concluded that the implementation of school regulations has a positive and significant effect on the disciplinary character of students at SMA Negeri 1 Gunung Toar. The results indicate that the students' disciplinary character is generally good; however, some students still do not fully comply with the rules, such as being late to school activities and paying insufficient attention to the neatness of their uniforms. These issues arise from a lack of student awareness regarding the importance of disciplinary character. Students still need to develop a stronger consciousness of discipline. This finding aligns with the research by Zain & Putra (2020:35), which states that although student discipline implementation in schools is generally good, some students have yet to develop strong disciplinary character, highlighting the crucial role of teachers and parents in this regard.

Therefore, the school needs to find effective methods or strategies to enhance students' disciplinary character. One approach to fostering disciplinary character is by implementing school regulations that include assigning penalties or points to students who commit violations. Although sanctions or points have been applied,

the school must maintain consistency in enforcing these measures to effectively develop students' character and achieve a strong sense of discipline.

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How to cite this article:

Maulani, N., Arianto, J., & Supentri. (2025). The Implementation of School Rules on the Disciplinary Character of Students at SMA Negeri 1 Gunung Toar, Kuantan Singingi Regency. *Journal of Educational Sciences*, 9(4), 2526-2538.
