



## The Influence of Student Management on the Discipline of Grade 11 Students at SMK Miftahul Ulum Melirang Bungah Gresik

Putri Nailut Tazkiyah<sup>1</sup>, Mutaqin Habibullah<sup>2</sup> Nur Fatih Ahmad<sup>3</sup>

<sup>1</sup> Universitas Qomaruddin Gresik, Indonesia; [putrinailut08@gmail.com](mailto:putrinailut08@gmail.com)

<sup>2</sup> Universitas Qomaruddin Gresik, Indonesia; [averoos13@gmail.com](mailto:averoos13@gmail.com)

<sup>3</sup> Universitas Qomaruddin Gresik, Indonesia; [fatih@uqgresik.ac.id](mailto:fatih@uqgresik.ac.id)

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### Abstrak

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**Kata kunci:**  
Manajemein  
Keiswaan,  
Keidisiplinan Siswa,  
SMK

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Penelitian ini bertujuan untuk mengetahui pengaruh manajemen kesiswaan terhadap kedisiplinan siswa di SMK Miftahul Ulum Meilirang Bungah Gresik. Penelitian ini meinggunakan pendekatan kuantitatif dengan metodei ex post facto. Populasi dalam penelitian ini berjumlah 37 Siswa deingan teknik sampling jenuh. Pengumpulan data dilakukan melalui kuesioner, observasi, dan dokumentasi. Teknik analisis data menggunakan uji normalitas, uji linieritas, dan uji regresi linier sederhana. Hasil penelitian menunjukkan bahwa manajemein kesiswaan berpengaruh signifikan terhadap kedisiplinan siswa. Hal ini dibuktikan dengan nilai signifikansi sebesar  $0,000 < 0,05$  dan nilai t hitung  $4.397 > t$  tabel 2.030 Koefisien determinasi ( $R^2$ ) sebesar 0,356 menunjukkan bahwa manajemein kesiswaan membeirikan kontribusi sebesar 35,6% terhadap kedisiplinan siswa, sedangkan sisanya dipengaruhi oleh faktor lain. Dengan demikian, semakin baik manajemein kesiswaan, maka semakin tinggi tingkat kedisiplinan siswa di sekolah.

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### Abstract

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**Keywords:**  
Studeint  
Manageimeint,  
Studeint Disciplinei,  
Vocational School

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*This study aims to deiteirminei the influeincei of studeint manageimeint on studeint disciplinei at SMK Miftahul Ulum Meilirang Bungah Greisik. This reiseiarch eimplys a quantitativei approach with thei eix post facto meithod. Thei population in this study consists of 37 studeints, utilizing a saturateid sampling teichniquei (total sampling). Data colleiction was conducteid through queistionnaireis, obseirovations, and documeintation. Thei data analysis teichniqueis includeid normality teists, linearity teists, and simplei lineiar reigreission analysis. Thei reisluts of thei study indicatei that studeint manageimeint has a significant influeincei on studeint disciplinei. This is eivideinceid by a significancei valuei of  $0.000 < 0.05$  and a t count valuei of  $4.397 > t$  tablei 2.030. Thei coeifficieint of deiteirmination ( $R^2$ ) of 0.356 indicateis that studeint manageimeint contributeis 35.6% to studeint disciplinei, whilei thei reimaindeir is influeinceid by otheir factors. Thus, it can bei concludeid that thei beitteir thei studeint manageimeint, thei higheir thei leiveil of studeint disciplinei in thei school.*

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Corresponding Author:

Putri Nailut Tazkiyah

Universitas Qomaruddin Gresik, Indonesia; [putrinailut08@gmail.com](mailto:putrinailut08@gmail.com)

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## INTRODUCTION

Education is a planned effort aimed at creating a conducive learning environment so that students can optimally develop their potential. Within the educational management system, one of the main pillars determining school success is student management. This field plays a strategic role in managing all student activities, from the admission process to graduation, including behavior development, student services, and the enforcement of school rules. (Mulyasa, 2014). The effectiveness of student management serves as a fundamental foundation in creating an orderly and well-directed academic environment. Substantively, student management is responsible for organizing, guiding, and supervising all student activities so that they can make meaningful contributions to the smooth implementation of the educational process. Meanwhile, student discipline, as one of the outcomes of student management, has a significant influence on the effectiveness and success of the learning process in schools. (Slameto, 2015). However, in practice, its implementation often faces complex challenges, particularly related to the low level of student compliance with school regulations. Various issues such as tardiness, lack of learning readiness, and weak supervision frequently become obstacles in achieving quality educational goals. Therefore, a more systematic and consistent management approach is required to address these problems.

Research on student management and student discipline has been widely conducted by previous scholars. A study conducted by Muhammad Afan et al. shows that well-planned and structured student management plays an important role in improving student discipline, particularly in aspects such as punctuality, dress code, and compliance with school activities. (Afan et al., 2022). Research conducted by Naflah and Fadhli shows that student management has a significant influence on students' learning discipline. (Naflah et al., 2024). Meanwhile, according to Soleichan and Abdullah, student management that is implemented in a planned and integrated manner plays an important role in improving student discipline. (Abdullah, 2022).

Although numerous previous studies have examined student management and student discipline, these studies have generally been conducted in schools with already stable management systems and have not specifically focused on vocational education institutions with high disciplinary demands. In addition, there is still limited research linking student management with the context of Teaching Factory (TEFA)-based learning, which emphasizes punctuality, compliance with work procedures, and student responsibility. Therefore, this study is important to be conducted in order to examine more deeply how student management contributes to improving the discipline of Grade 11 students in vocational schools, in accordance with the characteristics and needs of vocational education.

This study was conducted at SMK Miftahul Ulum Melirang Bungah Gresik, which is the only vocational high school implementing Teaching Factory (TEFA)-based learning and oriented toward Industry 4.0. The implementation of this concept requires well-planned and systematic student management, particularly in terms of student discipline. TEFA-based learning activities emphasize punctuality, compliance with work procedures, and responsibility in the use of facilities and practical equipment. Therefore, student management plays an important role in shaping student discipline so that they are able to adapt to industrial work

culture. Effective student management is expected to instill discipline, orderliness, and responsibility, enabling students to be prepared not only in terms of competence but also in attitude and character to face the challenges of the industrial world in the era of Industry 4.0.

Based on the above description, this study on the influence of student management on the discipline of Grade 11 students at SMK Miftahul Ulum Melirang Bungah Gresik is important to be conducted. This study is expected to provide empirical insights into the role of student management in shaping a culture of student discipline, as well as to serve as a basis for evaluation and recommendations to improve the quality of school management in the future.

## **RESEARCH METHOD**

This study employs a quantitative approach using the ex post facto method, also known as “*after the fact.*” Ex post facto research is conducted to examine events that have already occurred and to analyze retrospectively the factors that may have caused those events. In this study, the researcher does not provide any specific treatment to the variables but only examines the influence of student management on student discipline based on naturally occurring conditions. (Sugiyono, 2019)

The population of this study consists of all Grade 11 students at SMK Miftahul Ulum Melirang Bungah Gresik in the 2025/2026 academic year, totaling 37 students. The entire population was used as the sample through a saturated sampling technique (complete sampling), in which all members of the population are included as the sample since the total number is fewer than 100.

The data collection techniques in this study included questionnaires, observations, and documentation. The research instrument consisted of a questionnaire using a 1–5 Likert scale, developed based on indicators of the student management variable, which include student planning, student guidance, student development, and student supervision. Meanwhile, the indicators of student discipline include punctuality, compliance with school rules, proper dress, and adherence to school regulations. The research instrument was tested using the Pearson Product-Moment validity test and Cronbach’s Alpha reliability test to ensure the validity and consistency of the data.

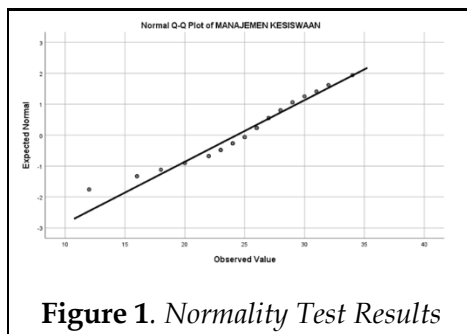
The data analysis techniques used in this study include the normality test, linearity test, and simple linear regression analysis to determine the effect of student management on student discipline.

## **RESULTS AND DISCUSSION**

### **Results**

#### **1. Normality Test**

The normality test is used to determine whether the research data are normally distributed or not.



Based on Figure 1, it can be observed that the points on the Normal Q-Q Plot are distributed around the diagonal line and follow a certain pattern. This indicates that the student discipline data follow a normal distribution, meaning that the normality assumption is satisfied.

Data that are normally distributed indicate that the research data meet the basic assumptions required for parametric statistical analysis. Therefore, further analysis, such as linear regression, can be conducted without violating these assumptions.

## 2. Linearity Test

Tabel 1. Linearity Test

ANOVA TABLE						
		Sum of Squares	df	Mean Square	F	Sig.
Kedisiplinan Siswa * Manajemen Kesiswaan	<u>(Combined)</u>	531.297	15	35.420	2.354	.035
	<u>Linearity</u>	301.488	1	301.488	20.036	.000
	Deiviation from <u>Linearity</u>	229.810	14	16.415	1.091	.417

Based on Table 1, the significance value for the deviation from linearity is 0.417, which is greater than 0.05. This indicates that there is a direct relationship between student management and student discipline, meaning that the linearity assumption in this study is satisfied.

This linear relationship suggests that any improvement in the student management system will be followed by a proportional increase in student discipline. This finding indicates that optimizing student management in vocational schools contributes positively to shaping students' disciplined behavior.

### 3. Simple Linear Regression Test

**Table 2.** *Regression Data Test*

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
Reigreission	301.488	1	301.488	19.333	.000 <sup>b</sup>
Reisidual	545.810	35	15.595		
Total	545.810	36			

a. Deipeindeint Variabel: Keidisiplinan Siswa  
 b. Predictors: (Constant), Manajemen Kesiswaan

Based on Table 2, it can be seen that the calculated F-value is 19.333 with a significance level of  $0.000 < 0.05$ . Therefore, the regression model can be used to predict the student discipline variable. In other words, there is an effect of the independent variable (X) on the dependent variable (Y), indicating that student management has a significant influence on student discipline. These results indicate that student management in vocational schools plays a substantial role in influencing the level of student discipline. This means that the better the management implemented, the better the level of student discipline in carrying out their responsibilities.

To determine the extent of the influence of student management on student discipline, it can be observed through the coefficient of determination calculated using SPSS, as shown below: (Dakhi, n.d.)

**Table 3.** *Coefficient of Determination*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.597 <sup>a</sup>	.356	.337	3.949

a. Predictors: (Constant), Manajemen Kesiswaan

Based on Table 3, the coefficient of determination (R Square) is 0.356. This indicates that student management contributes 35.6% to student discipline, while the remaining 64.4% is influenced by other factors outside the scope of this study.

The magnitude of this contribution shows that student management is one of the important factors in improving student discipline. Therefore, the enhancement of student discipline does not solely depend on the effectiveness of student management, but also requires support from both internal and external factors. These findings indicate that the more optimal the implementation of student management – such as through strict supervision of activities and appropriate guidance services – the greater its impact on improving students’ disciplinary character in schools.

#### 4. Hypothesis Testing

**Table 4.** *t*-test

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
Reigression	301.488	1	301.488	19.333	.000 <sup>b</sup>
Reisidual	545.810	35	15.595		
Total	545.810	36			

a. Deipeindeint Variabel: Keidisiplinan Siswa  
 b. Predictors: (Constant), Manajemen Kesiswaan

**Table 5**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.714	3.253		4.216	.000
	MANAJEMEN KESISWAAN	.576	.131	.597	4.397	.000

a. Dependent Variable: KEDISIPLINAN SISWA

Based on the results of the t-test above, it can be concluded that:

- a) The significance value is 0.000, which is less than 0.05; therefore, it can be concluded that student management has a significant effect on student discipline.
- b) The calculated t-value (t-count) is greater than the t-table value; from the table above, it can be seen that t-count = 4.397 and t-table = 2.030. Therefore, it can be concluded that student management has a significant effect on student discipline.

Thus, it can be concluded that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

#### Discussion

The results of the study indicate that student management has a significant effect on student discipline. This is evidenced by a significance value of  $0.000 < 0.05$  and a calculated t-value (4.397) greater than the t-table value (2.030), thus the alternative hypothesis (Ha) is accepted. These findings show that the better student management is implemented by the vice principal, the higher the level of student discipline in carrying out their responsibilities.

The effect observed in this study is positive, as indicated by the regression coefficient of 0.576. This value shows that every improvement in the quality of student management is followed by an increase in student discipline.

The findings of this study are relevant to the theory of student management proposed by George R. Kelly, which states that student management is a management process that encompasses the functions of POAC (Planning, Organizing, Actuating, and Controlling). (Kelly, 1955). Within this framework, student management functions as a regulator of all student

activities, from admission to graduation, with a primary focus on student enrollment, monitoring learning progress, as well as guidance and discipline development. Therefore, the systematic implementation of management functions in student affairs becomes a determining factor in ensuring that all student behaviors and activities remain directed toward achieving educational goals and fostering disciplined character in vocational schools.

In addition, the improvement of student discipline in this study is also consistent with the discipline theory proposed by Tulus Tu'u, which states that discipline is an attitude of obedience and compliance with rules based on self-awareness. Effective student management can foster students' self-awareness through guidance, supervision, and consistent role modeling, thereby encouraging students to comply with school regulations, arrive on time, maintain proper dress, and carry out their learning responsibilities responsibly. (Salam & Anggraini, 2018)

This indicates that student discipline is not only formed through formal rules, but also through the influence of student management that is able to build students' internal awareness. When the vice principal in charge of student affairs serves as a role model and provides clear guidance, students are more likely to internalize disciplinary values in their learning behavior.

Research on student management and student discipline has been widely conducted by previous scholars. A study by Muhammad Afan et al. shows that well-planned and structured student management plays an important role in improving student discipline, particularly in aspects such as punctuality, dress code, and compliance with school activities. (Afan et al., 2022). Research conducted by Naflah and Fadhli indicates that student management has a significant effect on students' learning discipline. (Naflah et al., 2024). Meanwhile, according to Soleichan and Abdullah, student management implemented in a planned and integrated manner plays an important role in improving student discipline. (Abdullah, 2022)

However, this study places a more specific emphasis on the context of vocational schools, which have higher demands for discipline. In addition, there is still limited research that links student management with the context of Teaching Factory (TEFA)-based learning, which emphasizes punctuality, compliance with work procedures, and student responsibility. Therefore, these findings reinforce the conclusion that student management plays an important role in improving student discipline in the vocational school environment.

Thus, student management does not only function as a regulator of educational administrative activities, but also as an important factor in shaping a culture of student discipline. Effective student management will encourage the development of compliance with rules, responsibility in learning, and students' commitment in carrying out their academic tasks at school.

## **CONCLUSION**

The most important finding of this study is that student management at SMK Miftahul Ulum Melirang demonstrates a very high level of effectiveness in transforming student behavior, with a contribution reaching 35.6%. An interesting finding that emerged from this study is that student discipline in this school does not merely appear as compliance with rigid rules, but rather as a result of natural adaptation to the Teaching Factory (TEIFA) ecosystem.

Student management has successfully aligned industrial operational standards with character development, enabling Grade 11 students to demonstrate levels of discipline proportional to the quality of management services they receive. Without systematic student management, the industrial work culture of Industry 4.0 promoted by the school would be difficult to internalize in students' daily behavior.

Theoretically, this study confirms the findings of previous research. (Afan et al., 2022) which state that student management is a key predictor of discipline. However, this study contributes a new perspective by linking student management to the context of Industry 4.0-based vocational education. This paper offers the viewpoint that, in vocational schools, student management functions as a "bridge culture" that translates school discipline into professional discipline (work culture). This contributes to the understanding that the success of TEIFA does not solely depend on the availability of machines or workshop facilities, but also on how effectively student management consistently regulates student behavior.

This study has several limitations. First, the sample size is relatively small, consisting of only 37 Grade 11 students (total sampling), which limits the generalizability of the findings to the internal context of SMK Miftahul Ulum Melirang. Second, there is limited variation in variables, as this study focuses solely on the influence of student management on discipline without considering other moderating variables such as students' intrinsic motivation or socio-economic background. Third, the study is limited to a single school setting. Therefore, future research is recommended to involve a broader population, more varied cases across vocational schools in partnership with industry, and larger sample sizes in order to obtain deeper and more comprehensive insights. With broader findings, policies regarding the integration of student character management into industry-based curricula can be formulated more effectively by educational stakeholders.

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