

The Influence of Punitive Sanctions and the Social Environment on Student Discipline at a Muhammadiyah Junior High School in Sukoharjo

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ARTICLE INFO	ABSTRACT
Keywords: Punishment Sanctions, Social Environment, Student Discipline	<i>This study aims to examine the influence of disciplinary sanctions and the social environment on student discipline at a Muhammadiyah junior high school. Using a quantitative correlational approach and multiple linear regression analysis, this study involved 48 respondents selected from the study population. Primary data were collected through a questionnaire developed based on indicators for each variable, which had been tested for validity and reliability. The results indicate that disciplinary sanctions do not have a significant partial effect on student discipline, whereas the social environment has a positive and significant effect on student discipline. Simultaneously, disciplinary sanctions and the social environment jointly influence student discipline, with both variables contributing 34.8% to the variance in discipline levels. Punishment can function as a tool for social control when supported by a positive social environment; however, student discipline cannot be sufficiently fostered through a repressive approach involving sanctions alone but also requires the formation of strong social bonds within the school environment. This study highlights the importance of strengthening a positive school social environment through teacher interaction, peer support, and school culture to foster sustainable student discipline.</i>

INTRODUCTION

Education is a process aimed at fostering positive character in students; through the consistent application of rules, this process can help students develop the ability to internalize the values of discipline (Andria & Suriani, 2025). Discipline is one way to foster a sense of responsibility in individuals and support academic success by cultivating students' awareness, compliance, and adherence to effective and efficient learning processes (Hasan et al., 2024). This practice is essential for teaching students to act and behave as expected. Without proper discipline, the effectiveness of learning and the achievement of educational goals will be significantly hindered. Research shows that undisciplined behavior is still common among students, such as skipping school, arriving late, not participating in class, and neglecting academic responsibilities (Bangun & Wibawa, 2023). This phenomenon has become a top priority that demands strategic intervention from all stakeholders in education.

The education sector is currently facing many challenges, one of which is the issue of student discipline (Utami, 2019). According to Mu'min et al. (2022), undisciplined behavior is still commonly observed among students in schools, such as skipping school, arriving late, failing to participate in class, and neglecting their responsibilities regarding assigned tasks. According to Sugiarto et al. (2019), student academic discipline is influenced by both internal and external factors. Internal factors stem from the students themselves, such as laziness, low interest in learning, and an inability to apply effective learning methods. Furthermore, external factors include teachers who do not provide sufficient motivation for students, as well as the influence of the environment and peers. Previous research indicates that undisciplined habits carried over from the family environment make it difficult for students to practice discipline at school, while external factors include differences in character among children and unengaging learning experiences (Aliva et al., 2024). Previous studies also explain that students' levels of discipline are influenced and hindered by internal factors, such as a lazy personality and a lack of understanding regarding the importance of rules, as well as external factors that include peer influence, technological advancements—particularly online gaming—and family and residential environments that do not support discipline (Kurniawan & Agustang, 2022).

Punishments designed as educational tools must be able to foster students' awareness and sense of responsibility for the mistakes they have made. Supporting factors in student discipline through appropriate and educational punishments that take into account the cause and effect of violations can help avoid humiliating students (Kusuma, 2017). The administration of punishment in schools can positively contribute to student discipline in learning, in the form of systematic and fair disciplinary methods (Ardi, 2012). However, there are factors that hinder student discipline, such as the family environment, school, and peer groups, which are highly influential components of the social environment (Elisa et al., 2025). Consequently, suboptimal regulations lead to disorder in the school environment and a lack of student awareness (Prasetyo, 2018).

Studies on the influence of disciplinary sanctions and the social environment on student discipline are closely related to Pancasila and Civic Education, particularly in terms of the cultural and national character values of education. Civic knowledge relates to academic and scientific abilities, and it is hoped that these aspects of knowledge can shape students' understanding of discipline, such as the legal aspects, as an implementation of school rules and regulations (Octavia, 2022). Therefore, this study is relevant to PPKn because it

reinforces the aspects of character and social education that form the foundation for the development of disciplined and responsible citizens in society.

Many studies have been conducted on student discipline, but most previous research has tended to focus on the influence of single variables, such as punishment or the social environment, in isolation. For example, Ardi (2012) asserts that the imposition of disciplinary sanctions in schools can improve student discipline, while the study by Aliva et al. highlights the role of the social environment in schools—such as educators serving as positive role models for students—in shaping students' disciplinary behavior. However, there remains a gap in research that integrates both variables simultaneously within a comprehensive analytical model. The social environment not only exerts external influence but also shapes internal schemas that mediate perceptions and reactions to the surrounding world. Furthermore, changes in the social environment, such as the development of digital technology and shifts in patterns of social interaction, indirectly alter individual behavior (Syahkilla, 2025). Therefore, this study aims to address this gap by adopting a quantitative approach that examines the influence of disciplinary sanctions and the social environment on student discipline in schools.

The integration of social control theory and systems ecology provides a strong foundation for the understanding that student discipline does not exist in isolation but rather results from the interaction between formal control mechanisms and environmental influences. Although these factors have been extensively discussed individually, there remains a lack of empirical data regarding their simultaneous effects, particularly within the current dynamics of education in Indonesia. Therefore, this study aims to quantitatively examine the extent to which disciplinary sanctions and the social environment influence student discipline. Through this approach, it is hoped that a comprehensive picture will be obtained to strengthen character education strategies in schools under the research title “The Influence of Disciplinary Sanctions and the Social Environment on Student Discipline”.

LITERATURE REVIEW

Student discipline is a crucial aspect of the educational process because it is directly linked to behavioral orderliness, adherence to rules, and the success of the learning process at school (Elkadi & Sharaf, 2023). Discipline not only reflects students' ability to follow rules but also indicates the level of responsibility and self-control students possess in their daily school life (Hasanah et al., 2023). Therefore, discipline serves as the primary foundation for creating a conducive, orderly, and effective learning environment. A lack of discipline can lead to a decline in the quality of learning, disruption of the teaching and learning process, and low academic achievement among students (Sa'adah et al., 2024).

The field of research on student discipline has expanded significantly within the disciplines of education, educational psychology, and the sociology of education. In the field of education, discipline is viewed as behavior that involves adherence to school rules, punctuality, and responsibility toward academic tasks, all of which have a direct impact on the effectiveness of learning and academic outcomes (Hakim et al., 2025). From an educational psychology perspective, discipline is associated with character development, self-regulation, intrinsic motivation, and the formation of positive learning habits that contribute to students' psychological well-being (Ananda et al., 2025). In the sociology of education, discipline is understood as the result of social interactions within the school environment, reflecting power dynamics between teachers and students, school culture, and the influence of social structures and school policies in shaping disciplinary behavior or fostering resistance (Hawa, 2023). Therefore, studies on student discipline need to employ an interdisciplinary approach to fully understand the complexity of the individual, social, and structural factors that interact with one another in shaping disciplinary behavior within educational settings.

This study focuses on discipline issues influenced by the application of disciplinary sanctions and social interactions within the school environment. The research aims to examine the impact of these two variables on student discipline in schools. To support the argument and provide scientific evidence, several references from previous studies relevant to the variables under discussion are included. The following is an explanation of prior research that compares this study regarding the variable of disciplinary sanctions as a basis for strengthening the theoretical framework. Research by Angelin (2023) indicates that the imposition of educational sanctions has proven effective in improving student discipline by enforcing rules and providing a positive educational deterrent effect. This is evidenced by the results showing that student discipline levels increased after sanctions were imposed. The similarity between this study and the previous one lies in the discussion of discipline through the application of sanctions; however, a key difference in this study is the inclusion of the social environment variable as an additional determining factor, in order to test the simultaneous influence of these two independent variables on student discipline.

The study by Hernawati (2020) shares similarities with this research in that it examines the variables of disciplinary sanctions and student discipline; the results indicate a significant influence of disciplinary sanctions on student discipline levels, amounting to 18.6%. However, it differs from this study in that it expands the analysis by integrating the social environment variable. This was done to determine whether student discipline is solely shaped by punitive sanctions or is also significantly influenced by the dynamics of social interaction within the school environment. Research by Rulitawati et al. (2025) explains that the imposition of punishments can enhance student discipline and compliance with school rules. This study aligns with that research, as it analyzes punitive sanctions in relation to student discipline. There are several differences in this study: while previous research focused on the elementary school level, this study is conducted at the junior high school level, which has distinct disciplinary dynamics from a psychological perspective. Another difference lies in the variables used; previous research treated disciplinary sanctions as a single variable influencing compliance, whereas this study integrates social environmental variables as an additional factor to determine whether eighth-grade students' discipline is influenced by social interactions at school.

Next, a review of previous research is provided for comparison with this study, focusing on social environment variables as a basis for strengthening the theoretical framework. A study by Muhammad (2025) revealed that social relationships with peers have a significant influence on shaping students' disciplinary character. This study shares the same focus on discipline, but there is a key difference: that study focused solely on peer interactions without incorporating social environmental variables—specifically those within the school environment or interactions with teachers. Additionally, although both studies employed a quantitative approach, the latter study did not include disciplinary sanctions as a variable in its analysis. The study by Tobing & Revita (2025) concluded that peer interactions and the enforcement of school rules have a positive and significant effect on students' academic discipline. This study shares similarities with the present research in terms of examining student discipline as the dependent variable; however, there is a fundamental difference in the independent variables used. The study by Tobing & Revita (2025) focused on peer interactions, whereas this study expands the scope of analysis to include the influence of disciplinary sanctions. In addition, this study also measures the extent to which enforcing rules through sanctions can shape students' disciplinary character. Research by Paramita et al. (2025) demonstrates that the school environment has a significant impact on student discipline. While both studies examine the influence of the environment, they differ in their focus. The study

by Paramita et al. (2025) focuses on student discipline in specific subjects, whereas this study examines student discipline in general within the school. The research by Junita & Aulia (2025) shares similarities with this study, as both investigate student discipline. These findings indicate that the social environment, particularly peer interactions, influences students' discipline levels. However, there is a difference in the educational level examined by the researchers. This study was conducted at the junior high school level, whereas the other study was conducted at a different educational level. The study by Natalie et al. (2025) shows that peers influence students' decisions, which in turn affect student discipline. These findings demonstrate a significant influence of peers on student discipline, aligning with the social environment variable in this study; however, that study did not examine its relationship with the disciplinary sanctions variable.

Studies on discipline are important because they have a direct impact on the quality of the teaching-learning process and students' academic outcomes. Low levels of discipline can reduce the effectiveness of learning, lead to classroom disruptions, and lower academic achievement (Hakim et al., 2025). Academically, an analysis of the mechanisms underlying discipline formation—comparing the role of enforcing disciplinary sanctions with the influence of the social environment—has both theoretical and practical implications. Theoretically, this study contributes to models of student behavior that integrate individual and social factors. Practically, the results can inform the formulation of school policies and intervention strategies, such as the synchronization of disciplinary regulations, character-building programs, and the optimization of the social climate. Furthermore, differences in educational levels and cultural contexts make this research relevant for generating contextual evidence for educational practices at both the regional and national levels

This study employs Travis Hirschi's Social Control Theory, which explains that disciplinary behavior is shaped through formal social control in the form of rules and sanctions (Dewi, 2025). In the school context, punishment is used as a control mechanism to enhance student compliance with school regulations (Rochim, 2023). Additionally, this study employs Urie Bronfenbrenner's Ecological Systems Theory, which posits that student behavior is influenced by the social environment, including peers, teachers, and school culture (Dharma, 2022). These two theories serve as the foundation for explaining the influence of punishment and the social environment on student discipline. Based on social control theory and ecological systems theory, student discipline is influenced by formal control factors through the application of punishment as well as social environmental factors at school. Consistently applied punishment can increase student compliance with school rules, while a positive social environment can shape disciplined behavior through interactions with teachers and peers. Therefore, this study examines the influence of punishment and the social environment on student discipline.

METHOD

This study involved all eighth-grade students in the Special Program at a Muhammadiyah junior high school as research subjects. Eighth-grade students were selected because at this stage, students are in the early adolescent development phase, characterized by fairly active disciplinary dynamics and social interactions within the school environment. Additionally, eighth-grade students are considered to have adapted to school regulations compared to seventh-grade students and are not yet preoccupied with final exam preparations like ninth-grade students. The researcher selected Class VIII A, with 30 students, as the pilot test group to assess the validity and reliability of the questionnaire. Different classes were selected for this instrument trial to ensure that respondents in the main study would not be influenced by their previous completion of the instrument, thereby yielding more objective data. The primary data for this study were collected from all students in eighth-grade classes B and C, totaling 48 respondents. Respondents were selected using total sampling, as the population size was relatively small; thus, all members of the population were included as study respondents to ensure the data were more representative.

The instrument used was a Google Form questionnaire featuring a 5-point Likert scale for 18 statements related to the variables of disciplinary sanctions, social environment, and discipline, which had been tested for validity (validity index > 0.3610 via Pearson Product-Moment correlation analysis) and reliability (Cronbach's Alpha > 0.60). This instrument was distributed across three main variables. The disciplinary sanctions variable (X1) was measured using 7 items covering indicators of the form and strictness of sanctions at school. The social environment variable (X2) was broken down into 10 items representing indicators of student interaction with the surrounding environment. Meanwhile, the student discipline variable (Y) is measured through 3 main items based on indicators of students' commitment, responsibility, and adherence to school rules. This study uses multiple linear regression analysis to test the influence of disciplinary sanctions and the social environment on student discipline. This method was chosen because the study has two independent variables and one dependent variable, allowing the researcher to determine the influence of each variable both partially and simultaneously.

This study employs a quantitative research method with a correlational approach to examine the influence of disciplinary sanctions and the social environment on student discipline at a Muhammadiyah junior high school. The quantitative approach was chosen because this study aims to objectively measure the relationship between variables using numerical data obtained from a questionnaire and analyzed using statistical techniques. Meanwhile, the correlational approach was used because this study focuses on testing the relationship and influence between the independent variables—namely, disciplinary sanctions and the social environment—on the dependent variable, student discipline, without providing special treatment to the research subjects.

The analytical techniques used in this study employed IBM SPSS Statistics software, version 27. Before conducting the regression analysis, classical assumption tests were performed to ensure that the data met the necessary criteria and were free from statistical bias. The classical assumption tests in this study included tests for normality, multicollinearity, and heteroscedasticity. Next, multiple linear regression analysis was performed to examine the relationships among the variables. The final stage involved hypothesis testing, consisting of three main analyses: first, a t-test (partial) to assess the significance of each independent variable's individual effect on student discipline; second, an F-test (simultaneous) to determine whether disciplinary sanctions and the social environment together have a significant effect on the dependent variable; and third, an analysis of the coefficient of determination (R^2) to determine the percentage of contribution or variation in influence that these two independent variables can provide regarding student discipline at school.

RESULTS AND DISCUSSION

Results

This section presents the results of the data analysis obtained through the distribution of a research instrument in the form of a questionnaire to respondents at a Muhammadiyah junior high school. After the data were collected, prerequisite tests were conducted as a foundation before hypothesis testing using multiple linear regression analysis. The purpose of using multiple linear regression analysis in this study was to measure the extent of the influence of the variables of disciplinary sanctions and social environment, both partially and simultaneously, on student discipline. All statistical data in this study were processed using SPSS version 27 software. The analysis

began with preliminary tests, including normality, multicollinearity, and heteroscedasticity tests. Next, multiple linear regression analysis was conducted to examine the relationships among the variables. The final stage involved hypothesis testing, which consisted of t-tests (partial), F-tests (simultaneous), and an analysis of the coefficient of determination (R^2).

Normality Test

a. Histogram

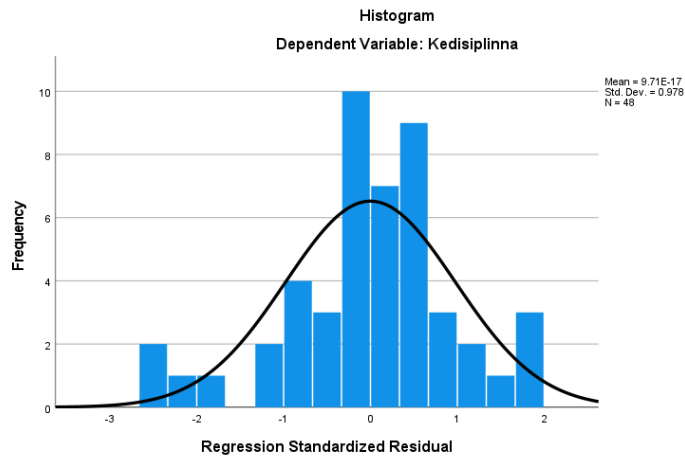


Figure. 1. Histogram

Based on the histogram in Figure 1, the results of the normality test indicate that the residual data in the regression model follow a normal distribution. This is evidenced by the shape of the bar chart, which tends to be symmetrical and follows a curved (bell-shaped) curve that does not skew excessively to the left or right. Furthermore, the mean value approaching zero (9.71×10^{-17}) and the standard deviation approaching one (0.978) reinforce the indication that the normality assumption has been met, making this regression model suitable for further analysis with a sample size (N) of 48 students.

b. Normal P-P Plot of Regression Standardized Residual

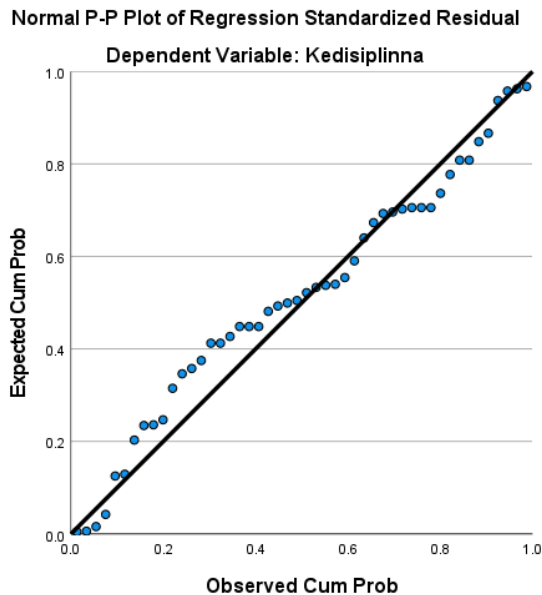


Figure. 2. Normal P-P Plot of Regression Standardized Residual

Based on Figure 2, the Normal P-P Plot of Regression Standardized Residuals, it can be concluded that the regression model satisfies the assumption of normality. This is evident from the data points (plots) scattered around the diagonal line and consistently following the direction of the linear line from the starting point to the end point. Since the distribution of these points does not diverge far from extreme patterns outside the diagonal line, the residual data is declared to be normally distributed, making this research model valid and suitable for further statistical testing.

c. Kolmogorov-Smirnov

Table 1. Kolmogorov-Smirnov

One-Sample Kolmogorov-Smirnov Test		
Normal Parameters ^{a,b}	Unstandardize d Residual	
	N	48
	Mean	.0000000
	Std. Deviation	1.72432952

Most Extreme Differences	Absolute		.119
	Positive		.082
	Negative		-.119
	Test Statistic		.119
	Asymp. Sig. (2-tailed) ^c		.087
Monte Carlo Sig. (2-tailed) ^d	Sig.		.084
	99% Confidence Interval	Lower Bound	.077
		Upper Bound	.091
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.			

Source: Data analyzed using IBM SPSS Software version 27, 2026

Based on Table 1 of the One-Sample Kolmogorov-Smirnov test, the significance value (Asymp. Sig. 2-tailed) obtained is 0.087. Since this significance value is greater than the standard significance level of 0.05 ($0.087 > 0.05$), it can be concluded that the unstandardized residual data in this study are normally distributed. This result is further supported by the Monte Carlo Sig. value of 0.084, which is also above the 0.05 threshold; thus, the assumption of normality as a prerequisite for linear regression analysis has been met.

Multicollinearity test

Based on the data in Table 2, the variables “punitive sanctions” (X1) and “social environment” (X2) have a Tolerance value of 0.998 > 0.1 and a VIF value of $1.002 < 10$; therefore, it can be concluded that there is no multicollinearity among the independent variables in this research model.

Heteroscedasticity test

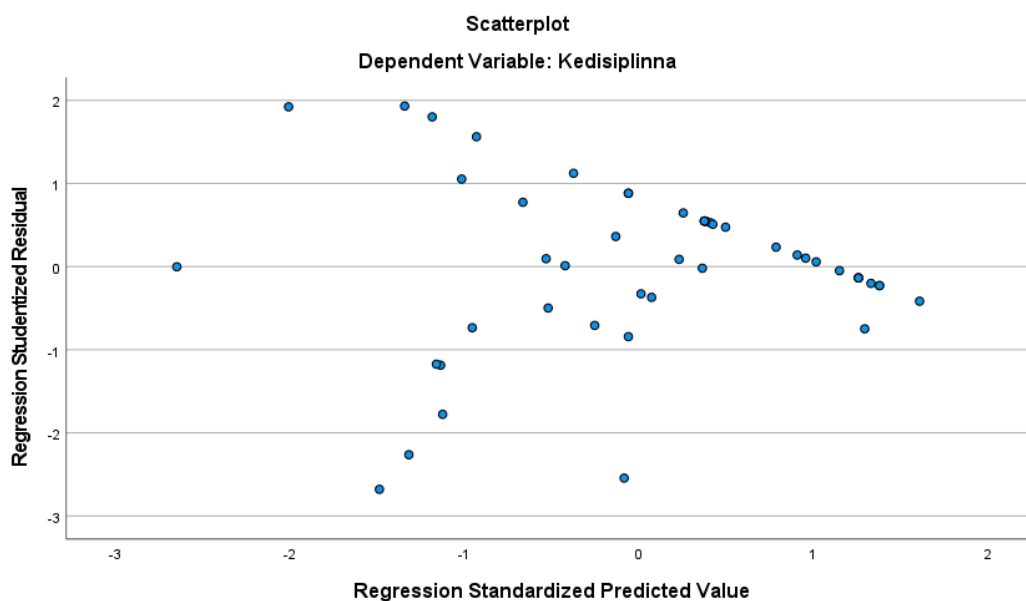


Figure. 3. Heteroskedasticity

Based on the scatterplot in Figure 3, the results of the heteroscedasticity test indicate that there is no evidence of heteroscedasticity in the regression model. This is evident from the data points, which are randomly scattered above and below the 0 mark on the Y-axis and do not form any specific, regular patterns—such as undulating, widening and then narrowing, or forming a specific line pattern. Thus, it can be concluded that the residual variance from one observation to another is homogeneous, so this regression model meets the assumption of homoscedasticity and is suitable for use in this study.

The results of the multiple linear regression analysis are presented in Table 1 below to test the validity of the hypotheses proposed in the previous section.

Table 2. Result of the Multiple Linier Regression Analysis

Model	Coefficients			t	Sig.	Collinearity Statistics	
	Unstandardized Coefficient		Standardized Coefficients			Tolerance	VIF
	B	Std. Error	Beta				
1							
	(Constant)	6.218	1.546	4.023	.000		
	Sanksi Hukuman	.032	.061	.062	.528	.998	1.002

Lingkungan Sosial	.178	.035	.607	5.149	.000	.998	1.002
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a. Dependent Variable: Kedisiplinna

Source: Data analysis results using IBM SPSS Software version 27, 2026

Based on the SPSS output in Table 1 above, the regression equation can be formulated as $Y = 6.218 (\alpha) + 0.032 (X1) + 0.178 (X2) + e$. The constant (α) value is 6.218, meaning that if disciplinary sanctions and the social environment are zero (0) or constant, then the students' discipline score is 6.218. The regression coefficient for variable (X1) is 0.032, meaning that if disciplinary sanctions increase by one (1) unit, student discipline will also increase by 0.032. The regression coefficient for variable (X2) is 0.178, meaning that if the social environment increases by one (1) unit, student discipline will also increase by 0.178.

Based on the results of the t-test in Table 1 above, the variable "punitive sanctions" (X1) shows a calculated t-value of 0.528, which is smaller than the critical t-value ($0.528 < 2.014$) with a significance level of 0.600, which is greater than 0.05 ($0.600 > 0.05$). Therefore, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_1) is rejected, indicating no significant effect of disciplinary sanctions on student discipline. Meanwhile, the social environment variable (X2) yields a t-calculated value of 5.149, which is greater than the t-table value ($5.149 > 2.014$) with a significance level of less than 0.05 ($0.000 < 0.05$), so the null hypothesis H_0 is rejected and the alternative hypothesis H_a is accepted, proving that there is a positive and significant effect of the social environment on student discipline. The social environment variable was proven to have the most dominant effect on student discipline compared to the disciplinary sanctions variable, based on the much larger Standardized Beta Coefficients.

After conducting a partial test, the next stage of analysis is to test the hypotheses simultaneously using the F-test. This test aims to determine whether the variables of disciplinary sanctions (X1) and social environment (X2) together have a significant effect on the dependent variable, namely student discipline (Y). Based on the data analysis results using SPSS 27, the calculated F-value and significance level can be seen in the following table:

Table 3. Result of the Partial Significance Test (F-Test)

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	84.171	2	42.085	13.552	.000b
Residual	139.746	45	3.105		
Total	223.917	47			

a. Dependent Variable: Kedisiplinna

b. Predictors: (Constant), Lingkungan Sosial, Sanksi Hukuman

Source: Data analysis results using IBM SPSS Software version 27, 2026

Based on the results of the F-test in Table 3, the calculated F-value is 13.552, with a significance level of 0.000. Since the significance level is much smaller than 0.05 ($0.000 < 0.05$) and the calculated F-value is greater than the table F-value ($13.552 > 3.21$), it can be concluded that, simultaneously, the variables of disciplinary sanctions and social environment have a positive and significant effect on student discipline.

After demonstrating the simultaneous influence of disciplinary sanctions and the social environment on student discipline through an F-test, the next step in the analysis is to measure the extent to which these independent variables can explain the variation in the dependent variable. This is done by examining the coefficient of determination (R^2). This analysis aims to determine the total percentage of contribution provided by disciplinary sanctions and the social environment in influencing students' discipline levels. The results of the coefficient of determination calculations obtained using SPSS 27 are presented in Table 4 below:

Table 4. Result of the Coefficient of Determination Test

Model Summary				
Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.613a	.376	.348	1.76223

a. Predictors: (Constant), Lingkungan Sosial, Sanksi Hukuman

b. Dependent Variable: Kedisiplinan

Source: Data analysis results using IBM SPSS Software version 27, 2026

Based on the results of the coefficient of determination test in Table 4 above, an Adjusted R-Square value of 0.348 was obtained. This value indicates that the variables of disciplinary sanctions (X1) and social environment (X2) collectively account for 34.8% of the variance in student discipline (Y) at one of the Muhammadiyah junior high schools. Meanwhile, the remaining 65.2% is explained by other variables outside this research model that were not examined. This finding indicates that although disciplinary sanctions and the social environment play a significant role in shaping student discipline, it suggests that student discipline does not depend solely on social environmental factors and sanctions implemented by the school, but is also influenced more broadly by other factors accounting for 65.2%.

Discussion

The results of the study on the variable of disciplinary sanctions (X1) indicate that the imposition of sanctions does not have a significant partial effect on student discipline. This indicates that the enforcement of repressive rules or the imposition of punishments for violations has not yet been able to serve as the primary driver of students' disciplinary awareness (Mulyani et al., 2020). This finding aligns with the view of Lokot et al. (2021) that punishment often results only in temporary compliance without a fundamental shift in mindset. Theoretically, the ineffectiveness of these punitive sanctions can be explained through Hirschi's social control theory, which emphasizes that formal control is only effective if individuals possess strong social bonds—such as emotional ties, trust, and positive engagement—with the institution (Sidauruk et al., 2025). Research findings indicate that the application of punitive sanctions has not been effective in fostering student discipline, due to weak social bonds—such as emotional connections, trust, and positive engagement—

with the school environment. If students perceive sanctions as merely administrative and rigid, disciplinary values will not be internalized effectively. This is supported by research by Angelin (2023), who emphasizes that sanctions must be educational in nature to have a positive deterrent effect on student behavior.

Conversely, the social environment variable (X2) has been shown to have a positive and highly significant influence on student discipline. The social environment is, in fact, the most dominant factor influencing student behavior at school. These findings indicate that the climate of interaction among peers and communication with other school environments is the primary determinant of whether a student will behave in a disciplined manner or not. The more positive the social environment created, the higher the level of student compliance with established norms. The dominance of the social environment reinforces the application of Bronfenbrenner's Ecological Systems Theory, particularly at the microsystem level. At this level, students' direct interactions with peers and teachers shape their perceptions of what constitutes normal behavior within their group. Furthermore, these findings are supported by Social Learning Theory, which explains that children acquire new behaviors through the process of observing and imitating others. This occurs without direct reinforcement for the child; rather, it is sufficient for them to witness others receiving rewards or praise from their surroundings, meaning the child's behavior is highly dependent on their observations or social environment (Thompson, 2008). Research by Natalie et al. (2025) demonstrates that peer influence has a significant impact on students' decision-making, including regarding compliance with school rules.

This study aims to examine the influence of disciplinary sanctions and the social environment on student discipline. Contextually, this study is grounded in social control theory, which emphasizes the importance of formal social control through disciplinary sanctions and informal social control within the social environment in regulating individual behavior. The research findings reveal that punitive sanctions do not have a significant effect on student discipline, indicating that repressive methods are less effective in shaping students' disciplinary behavior. This is consistent with the research by Herrera & McNair (2020), which found that punitive and exclusionary forms of discipline in schools have negative effects and impact students' academic achievement. The social environment variable in this study had a significant impact on student discipline, thereby reinforcing the perspective of previous researchers' social control theory that informal supervision through social interaction, peer relationships, and the school atmosphere plays a more crucial role in shaping disciplinary behavior. Furthermore, Bronfenbrenner's Ecological Systems Theory, which highlights the interaction between individuals and their social environment, also serves as a crucial foundation for understanding the dynamics of student discipline (Zaatari & Maalouf, 2022). Based on the results of multiple linear regression analysis, it was found that collectively, these two variables make a significant contribution to the development of students' disciplinary character. The findings of this study indicate that a supportive and communicative social environment is able to improve student discipline more effectively than the application of punitive sanctions alone. Simultaneously, the combination of disciplinary sanctions and the social environment exerts a significant influence on student discipline, accounting for 34.8% of the variance. These findings suggest that the development of student discipline is influenced not only by the application of formal sanctions at school but also by the social interactions occurring within students' daily environments. From the perspective of Social Control Theory, punishment functions as an external control mechanism to encourage student compliance with school rules. However, the significantly different influence of the social environment indicates that social relationships and the process of internalizing values within the surrounding environment play a stronger role in shaping students' disciplinary behavior.

The significant social and environmental impact indicates that students in junior high school are going through a developmental phase that places great emphasis on the importance of acceptance by their peer group (Low & Shortt, 2017). In the school environment, discipline is one of the highly valued norms, so students tend to adhere to these norms to maintain social balance. This aligns with research conducted by Muhammad (2025), who states that healthy social relationships at school significantly contribute to the natural development of students' disciplined character. The results of the simultaneous test indicate that disciplinary sanctions and the social environment together account for 34.8% of the variance in student discipline. This means that disciplinary sanctions can still serve as a tool for social control when supported by a positive social environment; however, student discipline cannot be fostered solely through a repressive approach involving sanctions but also requires the formation of strong social bonds within the school environment. This finding suggests that there are other factors that can influence student discipline. These factors may stem from both internal and external sources, as explained by the research by Jamil & Devi (2024), which identifies factors influencing student discipline, such as interest, motivation in learning, psychological factors, student habits, and external factors, namely the family environment. This aligns with Social Control Theory, which emphasizes that individual behavior is influenced by the strength of social bonds and control from the surrounding environment. Previous research has also shown that family upbringing influences the development of students' disciplinary behavior because habits formed at home tend to carry over into the school environment and affect students' compliance with rules (Aliva et al., 2024).

CONCLUSION

This study examined the influence of disciplinary sanctions and the social environment on student discipline. Based on the results of the data analysis, several important findings were obtained. First, there is no significant effect of punishment (X1) on student discipline (Y), as evidenced by a calculated t-value of 0.528, which is smaller than the critical t-value of 2.014, and a p-value of 0.600, which is greater than 0.05. This indicates that the application of punishment alone is not strong enough to influence student discipline levels. Second, there is a positive and significant relationship between the social environment (X2) and student discipline (Y), as indicated by a calculated t-value of 5.149, which is greater than the critical t-value of 2.014, and a p-value of 0.000, which is less than 0.05; therefore, H0 is rejected, and H1 is accepted. This finding indicates that the more conducive and positive the social environment at school is, the higher the level of student discipline. Third, disciplinary sanctions (X1) and the social environment (X2) simultaneously influence student discipline (Y), as evidenced by the F-test results, with a calculated F-value of 13.552, which is greater than the critical F-value of 3.21, and a significance level of 0.000, which is less than 0.05. Furthermore, the regression model has an Adjusted R-Square value of 0.348, indicating that the two independent variables together contribute 34.8% to student discipline, while the remainder is influenced by other factors outside the scope of this study. This study has limitations that must be taken into account when interpreting its results. The scope of this study is limited to the influence of disciplinary sanctions and the social environment on student discipline at a Muhammadiyah junior high school with a total of 48 students. Therefore, the results of this study cannot yet be broadly generalized to educational institutions with different characteristics without considering the local context. Based on the findings of this study, several recommendations can be made, namely: students are expected to be more selective in their interactions so that they can build a strong character of discipline. For teachers and schools, it is hoped that they will not only emphasize a punishment-based approach but also strengthen a positive social environment through teacher-student interactions, peer mentoring, the reinforcement of a culture of discipline through extracurricular activities, the school environment, and student mentoring programs. In this way, efforts to improve discipline can be carried out in a more educational and sustainable manner. Nevertheless, these findings are expected to provide important empirical contributions to schools in designing student discipline policies. For future researchers, it is hoped that these results can serve as a reference for exploring the remaining 65.2% of variables not yet revealed in this study, such as student self-motivation and other factors that have not been thoroughly examined by researchers.

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The authors state that the use of generative artificial intelligence in the preparation of this manuscript was limited solely to language editing and improving the quality of the text. All scientific stages, including the formulation of ideas, data analysis, interpretation of findings, and drawing of conclusions, were carried out entirely by the authors without the intervention of artificial intelligence (AI). Thus, the authors bear full responsibility for the entire content and substance of this article.

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