

Factors Determining Student Discipline: A Systematic Literature Review

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ABSTRACT

Student discipline is a crucial component of educational success, yet findings across studies regarding its determining factors remain varied, necessitating a systematic synthesis. This study aims to identify the determinant factors influencing student discipline and examine the contribution of both internal and external factors through a PRISMA-guided *Systematic Literature Review* (SLR). The search process was conducted via Google Scholar and national academic databases using discipline-related keywords, yielding 1,180 identified studies, 150 screened, 54 full-text articles assessed, and 6 studies that met the inclusion criteria. The results indicate that student discipline is shaped by internal factors such as motivation, ethics and character, self-awareness, and self-regulation, while external factors include the clarity and consistency of school rules, reward–punishment systems, parental support, and the social environment at school. Clear and consistent rules were found to significantly contribute to disciplinary behavior, whereas motivation and self-regulation played essential roles in sustaining long-term discipline. It is concluded that student discipline results from the interaction between internal and external factors; therefore, effective discipline strategies should integrate character development and self-regulation with consistent rule enforcement and family involvement.

Keywords: student discipline, determinant factors, PRISMA, systematic literature review.

INTRODUCTION

Student discipline in schools is a crucial aspect of education that affects the effectiveness of the teaching and learning process as well as character formation. Discipline includes adherence to rules, school regulations, and personal responsibility, which form the foundation for a conducive and orderly learning environment. It serves as an indicator of students' ability to restrain negative behavior that may disrupt learning, while also enhancing focus and motivation (Sari, Kartikowati, & Maulida, 2025). In this regard, discipline contributes not only to academic outcomes but also to the development of responsible and independent character (Giovani, Lynn, Purnomo, & Rische, 2023).

However, real conditions show that low levels of student discipline remain a serious issue in many schools. This is evident from frequent late arrivals, truancy, violation of rules, and disruptive behavior. Such conditions potentially reduce the overall quality of learning and academic achievement (Suryono et al., 2020). Several studies indicate that low discipline is related to lack of learning motivation, minimal parental supervision, and inconsistency in rule enforcement (Angita & Witanto, 2024). It also reflects a gap between the educational institution's expectations and students' actual behavior (Kwasi et al., 2021).

To understand this phenomenon, several determining factors of student discipline have been widely examined. Internal factors such as physical and psychological conditions, learning motivation, and readiness influence students' discipline levels (Thompson et al., 2025). External factors—including family roles, school environment, teacher–student relationships, and school culture—also play important roles (Friaes, 2023). Consistent rule implementation involving collaboration among teachers, parents, and students has been proven effective, as seen in studies on the success of new school rules (Perwira et al., 2022). Moreover, self-management techniques applied to students contribute positively to discipline improvement (Elvina, 2023).

Previous research offers empirical insights into student discipline. Kurniawan (2021) found that discipline significantly affects learning effectiveness. Meanwhile, Dwiwinardo (2022) emphasized the importance of consistent and collaborative school regulations. Despite many studies, research gaps remain, particularly in

integrating various determinants of discipline through a systematic review that maps comprehensive findings and identifies limitations (Dwiwinardo et al., 2022).

These gaps exist because most studies focus on specific regions or school samples without combining psychological, social, and environmental dimensions comprehensively. Furthermore, few studies adopt a systematic literature review approach, making it difficult to obtain a holistic mapping of dominant factors and effective interventions. The absence of strong synthesis hinders the development of effective and adaptive discipline policies (Kurniawan & Agustang, 2021).

The urgency of this study is highlighted by increasingly complex educational challenges, where discipline is essential in shaping quality human resources. Low discipline not only affects academic outcomes but may also trigger deviant behaviors harmful to students and the school environment. Through a systematic review, clearer insights into determining factors and strategies for strengthening discipline can be obtained. This also supports character education goals in developing disciplined and ethical future generations (Dinata, 2023).

The purpose of this study is to conduct a comprehensive systematic literature review on the determinants of student discipline. It aims to map and analyze internal and external factors influencing discipline, identify trends, highlight research gaps, and offer effective strategies for educational practice.

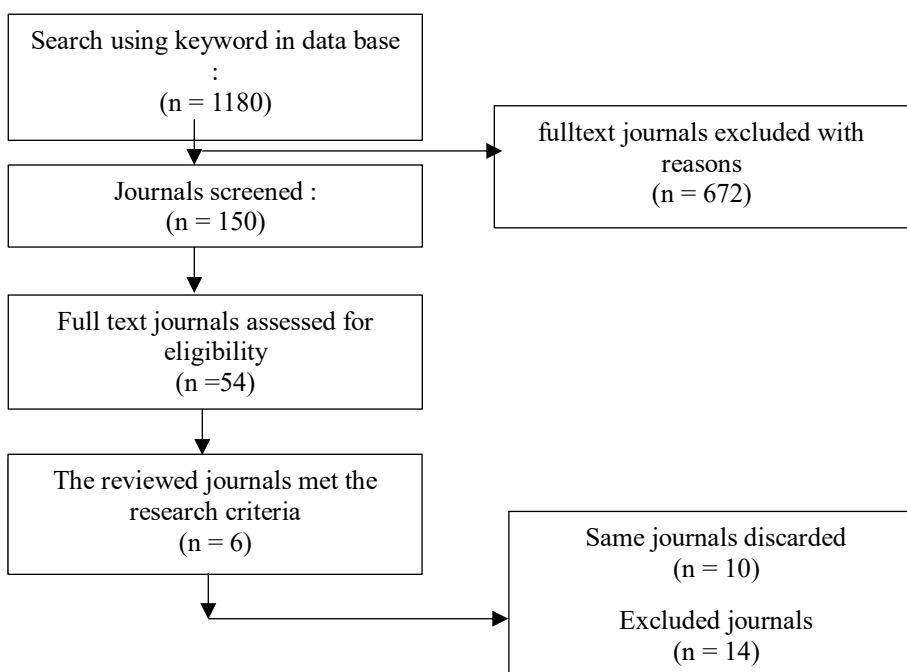
METHOD

This study employed the Systematic Literature Review (SLR) method to analyze and understand the determinants of student discipline. SLR provides a systematic, explicit, and reproducible approach for identifying, evaluating, and synthesizing scientific evidence relevant to a specific topic (Evania & Putri Ramadani, 2022).

The SLR process began with formulating specific research questions, followed by applying strict inclusion and exclusion criteria for selecting relevant articles. Data were collected from scientific databases such as Google Scholar using tools like Publish or Perish (Prasetio, Bawadi, & Savitri, 2025).

Selected literature was then evaluated, categorized, and presented in tables or diagrams for analysis. The researchers examined patterns, trends, and gaps by comparing findings across studies (Rahmania et al., 2025). The strength of SLR lies in its ability to provide comprehensive and objective reviews to support evidence-based decision-making.

In the context of student discipline, SLR offers a strategic means to summarize internal and external factors, identify dominant influences, and reveal research deficiencies that can guide future studies (Arodani, Armadi, & Zainuddin, 2025). This method facilitates transparency, replication, and integration of multidisciplinary insights.



RESULTS AND DISCUSSION

No.	Researcher	Article Title	Research Sample	Research Findings
1	Ulfiah et al. (2024)	Analysis of factors affecting student discipline and ethics at MAS YPP Sukamiskin	79 students at MAS YPP Sukamiskin	Firm school rules contributed the highest variance (24.616%) to student discipline. Ethics were influenced by moral and religious education at home (22.509%). Collaboration between school and family is essential.
2	Alam, M. M., & Fitriatin, N. (2024)	Factors Affecting Student Discipline: A Case Study in Junior High Schools, Indonesia	Factors Affecting Student Discipline: A Case Study in Junior High Schools, Indonesia	Internal (motivation, self-awareness) and external (scout leadership, peers, school environment) factors significantly affect discipline. Extracurricular activities strengthen discipline values.
3	Latif, N., Yunus, M., Elpisah, E., & Suarlin, S. (2025)	Motivation, Discipline, and Ethics: Determinants of Elementary School Students' IPAS Learning Attitude	65 sixth-grade students	Motivation, discipline, and ethics significantly influence learning attitudes, with ethics being the most dominant factor.
4	Dinata, A. (2024)	Identifikasi Faktor Penyebab Siswa Tidak Disiplin Belajar di SMP Swasta PGRI 4 Kota Jambi	59 students	Social and school environments have stronger influence on discipline than physical conditions or family factors.(Dinata, 2023).
5	Elvina, T. (2023)	Analisis Faktor Penyebab Rendahnya Kedisiplinan Siswa Kelas 9 Dalam Pembelajaran Tatap Muka di SMP X di Surakarta	59 ninth-grade students	Low discipline is caused by lack of self-awareness and lenient sanctions. The pandemic contributed to declining discipline.(Elvina, 2023).
6	Dwiwinardo, E. G., Ningrun, B. D., Herawati, T., & Apriliantini, F. (2022)	Faktor-Faktor yang Mempengaruhi Kedisiplinan Siswa di SMA Negeri 1 Telukjambe Timur Kabupaten Karawang	167 high school students	Punishment was the most influential factor (mean 444), followed by compliance, educational tools, and self-awareness.(Dwiwinardo et al., 2022).

Quantifying the contribution of factors through variance percentage analysis or calculating mean scores provides clear comparative evidence. As in the study by Ulfiah et al. (2024), the strictness of school rules contributed the most to student discipline, with a variance value of 24.61%. Ethical factors, shaped by moral and religious education at home, also held a significant position, although they played a larger role for ethics than discipline itself. This finding is corroborated by Alam & Fitriatin (2024), who distinguished between internal factors (motivation, awareness) and external factors (support from scout leaders, peers, involvement in extracurricular activities) as pillars of student discipline at the secondary school level. Their results emphasized the importance of the combination of environmental factors and students' personal initiative.

Latif et al. (2025) highlighted that while motivation, discipline, and ethics all contribute to positive learning attitudes, ethics variables account for the largest proportion of learning attitudes, suggesting a parallel

relationship between character development and disciplined behavior. Meanwhile, Dinata (2024) offered insight that the social and school environment is more dominant than physical conditions or family relationships in influencing junior high school students' discipline.

Furthermore, Elvina (2023) reported that low discipline in 9th grade junior high school students was significantly influenced by students' low self-awareness and light sanctions, as well as the effects of the pandemic, which loosened students' disciplinary behavior patterns due to the distance learning system. Meanwhile, Dwiwinardo et al. (2022) through mean statistics showed "punishment" (mean 444) as the main factor encouraging student compliance with regulations, followed by compliance factors (mean 427), educational tools (mean 395), and self-awareness (mean 339), indicating the significance of external factors through the reward-punishment approach in schools.

Comparing data across studies reveals a general consistency that student discipline does not exist in isolation, but rather results from the interaction of internal factors such as motivation and self-awareness, and external factors such as the strictness of school rules, the role of parents, and the reward-punishment system. Research by Ulfiah et al. and Dwiwinardo et al. both highlight the importance of rules and punishments as drivers of disciplinary behavior, while Alam & Fitriatin and Latif et al. emphasize the strengthening of ethical values and social support.

Dinata's (2023) research findings highlight the perspective of the social environment as a catalyst for disciplinary behavior, which resonates with Elvina's findings regarding the impact of environmental changes due to the pandemic. Statistically, these studies agree that when external and internal factors are combined in a balanced manner, student discipline levels tend to be higher and more stable. The integration of cognitive (awareness, motivation), affective (ethics, moral values), and environmental dimensions is complementary in shaping the profile of disciplined students.

Most studies utilize descriptive statistics (means, percentages, scores) and inferential statistics (t-tests, correlations, or path analysis) to measure the relationship between determinant variables and discipline. This approach allows for the identification of dominant factors based on the highest statistical outliers and distinguishes the significant influence of each independent variable. The use of analysis of variance and mean in Dwiwinardo et al.'s study facilitated the mapping of primary factors, while Ulfiah et al. used variance contribution to numerically highlight the effects of rule strictness and moral education. Research based on Likert-scale questionnaires and behavioral observations also served as the dominant methods for quantifying student behavior data, in addition to the evaluation of pandemic conditions (Elvina), which was used as a discrete variable in a specific experimental group.

Based on the synthesis of the findings, the main conclusion can be drawn that student discipline in schools is determined by a combination of internal factors (motivation, self-awareness), external factors (rule firmness, punishment, reinforcement of moral values from the family), and the role of the social/school environment. The majority of studies indicate that interventions through firm rules, reward-punishment systems, and school-family collaboration are highly effective in improving discipline. Meanwhile, character and ethics education serve as the foundation for positive learning attitudes, further strengthening the influence of discipline on academic achievement.

This study also confirms that environmental changes due to the pandemic have tested the resilience of the education system in enforcing discipline, demonstrating the need for adjustments to the discipline development approach during the transition from online to offline education. This quantitative synthesis concludes that student discipline is the result of a multidimensional synergy that must be maintained sustainably through the education system, family development, and social adaptation.

This research, through a systematic review and quantitative synthesis, comprehensively addresses the primary objective of statistically and empirically identifying the determinants of student discipline. The findings suggest that developing discipline must consider the synergy between firm rule-based strategies, strengthening moral values, intrinsic motivation, and social support within students. Based on strong empirical evidence, intervention suggestions can be directed at optimizing the role of schools and families, re-evaluating reward and punishment systems, and developing character programs based on ethical and social practices in schools.

Furthermore, the research also emphasizes the need for further study of the role of digital transformation and changes in social characteristics post-pandemic in the dynamics of student discipline in schools. Thus, this research contributes to strengthening educational policies and practical strategies for developing a generation that is disciplined, imbued with integrity, and adaptable to the challenges of changing times.

CONCLUSION

Student discipline in schools is influenced by a combination of internal and external factors, including motivation, self-awareness, strict rules, and social support from the family and school environment. Research shows that punishment and compliance with rules play a significant role in improving discipline, while ethical factors and moral values also contribute to positive student attitudes. Low discipline can be caused by a lack of attention and perceived light sanctions, compounded by the impact of environmental changes due to the pandemic, which alter student behavior patterns. Therefore, interventions involving collaboration between schools and families, the implementation of strict rules, and the reinforcement of character values are essential to create a conducive learning environment and improve student discipline. This research suggests that educational strategies should adapt to social and technological changes to strengthen student discipline.

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