Between Punishment And Discipline: Student Perceptions And The Application Of Punishment Toward Student Discipline

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Abstract

This research seeks to determine the relationship between student perceptions and the implementation of punishment in student discipline. This research employed a correlational quantitative approach. The research involved 131 eleventh-grade students of Palembang's senior high school. This research used a purposive sampling technique. The data was analyzed using multiple linear regression with IBM SPSS software version 22.0 for Windows. This research collected data using three scales: student perception, punishment, and discipline. The major hypothesis test yielded rx12-y = 0.601, F = 36.232, and sig < 0.05, indicating that student perceptions and punishment can predict discipline among eleventh-grade high school students in Palembang. Therefore, students' perceptions of discipline and punishment constitute an effective 36.1% contribution to student discipline, with the remaining 63.9% influenced by variables outside of the research. The first hypothesis test yielded rx1-y = 0.251 with a significance level of <0.05. It means there is a significant positive influence between student perceptions and discipline among eleventh-grade

high school students in Palembang, with a 29% effective contribution to punishment. The second hypothesis test yielded rx2-y = 0.499, with a significance level of <0.05. It means that the punishment significantly positively influences student discipline among eleventh-grade high school students in Palembang, with an effective contribution of 7%.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh antara persepsi siswa dan penerapan hukuman dengan kedisiplinan siswa. Penelitian ini menggunakan pendekatan kuantitatif korelasional. Subjek penelitian yang digunakan sebanyak 131 siswa kelas XI SMAN yang bersekolah di Palembang. Penelitian ini menggunakan teknik sampel purposive sampling. Teknik analisis data yang digunakan adalah regresi linier berganda dengan bantuan software IBM SPSS versi 22.0 for windows. Pengumpulan data pada penelitian ini menggunakan skala persepsi siswa, skala hukuman, dan skala kedisiplinan siswa. Hasil uji hipotesis mayor menunjukkan nilai rx12-y = 0.601 dan nilai F = 36.232 dan sig < 0,05, artinya persepsi siswa dan penerapan hukuman secara simultan mampu memprediksi kedisiplinan siswa SMAN Kelas XI di Palembang. Artinya persepsi siswa terhadap kedisiplinan siswa dan penerapan hukuman memberikan sumbangan efektif sebesar 36,1% terhadap kedisiplinan siswa dan sisanya 63,9% dipengaruhi oleh variabel lain diluar penelitian yang peneiti teliti. Pada perhitungan uji hipotesis pertama diperoleh hasil rx1-y = 0.251 dengan nilai sig < 0,05. Artinya terdapat pengaruh yang positif signifikan antara persepsi siswa dengan kedisiplinan siswa SMAN Kelas XI di Palembang dengan sumbangan efektif sebesar 29% terhadap penerapan hukuman. Pada perhitungan uji hipotesis kedua diperoleh hasil rx2-y = 0.499 dengan nilai sig < 0,05. Artinya terdapat pengaruh yang positif signifikan antara penerapan hukuman dengan kedisiplinan siswa SMAN Kelas XI di Palembang dengan sumbangan efektif sebesar 7% terhadap kedisiplinan siswa.

Keywords: Student perception, punishment, and student discipline
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Introduction

Education has a significant impact on the development of a nation. It is a place where people can develop their personalities and abilities in a planned and responsible manner, both inside and outside school. Education is expected to foster a learning environment and an active student-learning process that allows students to develop their full potential. Furthermore, correcting students' mistakes is part of developing their abilities, which is central to the ethos of educational development and the purpose of school education (Coverdale, 2020). The authority of education over children is based on the responsibility to prepare them for wise self-determination, which they are assumed to lack, and schools play a crucial part in fulfilling society's

obligation to uphold the law, primarily through education. This aspect of educational authority and responsibility implies an obligation to provide some form of moral and civic education and limit and shape the actions that schools can justify in terms of student discipline and punishment (Curren, 2020).

Education does more than just provide information; it also develops character and skills. Besides, it covers many topics, including understanding, acceptance, and maturity in critical thinking. Education also promotes attitudes, such as tolerance and openness, which help people coexist peacefully (Warnick & Scribner, 2020). As a result, rules and regulations are required in the educational setting to ensure an effective and efficient learning and teaching process while also creating a comfortable and conducive learning environment. They require students to behave in a disciplined manner.

Discipline is a willingness to follow rules and prohibitions (Pratiwi, 2020). Discipline is a condition that develops through a pattern of behaviour that demonstrates the values of obedience and loyalty (Najikhah dkk., 2022). Specifically, disciplined behaviour refers to a student's tendency to follow school rules to behave disciplined. According to observations, many students defy the school's discipline policies. Therefore, it is important to understand how school discipline practices, particularly racially disproportionate discipline, relate to the school conditions (Larson dkk., 2019).

Schools are packed with regulations; therefore, distinguishing between more important and less important rules is beneficial. Hand emphasizes the distinction between moral violations that injure others and offences against tradition, such as linguistic errors. Students deserve varying punishments. It is also critical in schools to distinguish between moral guidelines and school-based norms. One example is violating the student dress code (Goodman, 2020). A school that can see itself as having the authority to impose appropriate sanctions do not rely on the school's unique status as an actor to be obeyed but rather as a protector of those in its care. Three components of identity are significant in establishing the legitimacy of punishment in schools: (a) effective communication, (b) social significance, and (c) increased perceptions of legitimacy (Thompson dkk., 2020). Overcoming student indiscipline is a challenge that teachers, principals, and other school personnel must address. It forces the principal to reconcile internal tensions. Tensions can occur between those who desire to offer every student a successful education while ensuring safe learning (Pollock dkk., 2023). In

schools, one efficient strategy to reduce the risk created by misbehaving or breaking rules is to remove students from the learning environment (classroom), either temporarily through suspension (punishment) or permanently by expulsion (Wegmann & Smith, 2019).

Schools across the country have established various policies and procedures to reduce delinquency, some of which take a harsher approach to punishment (Fissel dkk., 2019). However, fair discipline necessitates punishment proportionate to the gravity of the offence (Hirschfield, 2018). According to Fu et al. (2019), punishment is frequently employed in schools, at home, and society, making it a significant teaching tool (Qonita dkk., 2022). It is performed so that a student understands the consequences of his behaviour and as a method of disciplining students. Therefore, responses to student violations should be instructive wherever possible, and punishments that hinder or avoid the development of ethical decision-making competencies are problematic (Curren, 2020). With the application of punishment as a kind of consequence for students who disobey school rules, it is intended that students would learn to improve their discipline. However, some believe discipline is not vital or decisive for their future. In this instance, it is vital to redirect student conduct toward greater adherence to school regulations. To change such behaviour, first alter one's perception (Sobur, 2013).

Perception is when messages or information enter the human brain (Slameto, 2021). The sensing process occurs every time; the stimulus felt by the individual is structured and analyzed so that the individual understands what is sensed (Uyun, 2022). Student perception is described as an internal judgment of the circumstances in the school environment (Kusnarti & Supeno, 2019). Response errors result from an incorrect perception process of the viewed object (Masriah dkk., 2018), where a person's initial perspective influences future conduct (Purwanto dkk., 2022).

Some factors that influence student discipline include establishing their first perception of their discipline at school. Information rounding might be viewed regarding behaviour (Sobur, 2019). If students already have the objective of having disciplined behaviour, they will achieve it by taking effective action. According to Locke and Latham (2002), achieving the goals will allow them to apply more efficient techniques, reasoning, and perception (Sandayanti et al., 2018). In terms of a positive view, students can optimize their compliance with the established rules. Punishment can

also cause students to reflect on their faults and learn to be more disciplined. Thus, students will commit fewer violations and not face punishment, fostering discipline inside and outside of school.

Methods

The researchers employed a quantitative approach to investigate the relationship between one dependent variable (discipline) and two independent variables (student perceptions and punishment). The population consisted of 131 eleventh-grade high school students from Palembang. The purposive sampling technique was applied during sampling. The subjects included 32 male and 99 female students. Table 1 presents the research characteristics.

Table 1. Participants' Demographics

Item	Frequency
Gender	
Male	24%
Female	76%
Age	
15 years old	21%
16 years old	63%
17 years old	11%
18 years old	5%

This data collecting technique is scales distributed to respondents. The scales were Likert scale models with four alternative answers on favourable and unfavourable items. On favourable items with alternative answers, the ratings were Very Suitable (VS) with a value of 4, Suitable (S) with a value of 3, Not Suitable (NS) with a value of 2, and Very Not Suitable (VNS) with a value of 1. On the other hand, for unfavourable items with alternative answers, the values are Very Suitable (VS) with a value of 1, Suitable (S) with a value of 2, Not Suitable (NS) with a value of 3, and Very Not Suitable (VNS) with a value of 4.

This research administered three scales: students' perceptions of discipline, punishment, and discipline. The student perceptions of discipline scale were the modified version of

Ningsih's (2015) scale based on the circumstances in the field by following the aspects of perception according to Ibung (2013), which include four aspects: rules, punishment, appreciation, and consistency. The perception scale comprised 35 items with a Cronbach's alpha reliability coefficient of 0.929. The researchers compiled the punishment scale based on Rosyid, dkk. (2019) five aspects of punishment: verbal reprimand, response costs, logical consequences, time out, and suspension. The punishment scale comprised 36 items with a Cronbach's alpha reliability coefficient of 0.910. The student discipline scale was modified from Nuwayyar's research (2022). It was based on three aspects of discipline proposed by Arikunto (1993): discipline in class, discipline outside the classroom in the school environment, and discipline at home. The discipline scale had 56 items with a Cronbach's alpha reliability coefficient of 0.896, indicating validity. The data was analyzed using multiple regression with SPSS version 22.0 for Windows software.

Result and Discussion

This research aims to determine the influence between student perceptions and the application of punishment on the discipline of the eleventh-grade senior high school students in Palembang.

Table 2. The Descriptive Statistics of Research Variables

Variable	∑ Item	Empirical Score				Hypothetical Score			
		Min	Max	Mean	SD	Min	Max	Mean	SD
Student perception	35	85	135	110.18	12.410	91.5	128.7	110.18	12.410
Punishment	36	61	114	88.02	13.361	67	108	88.02	13.361
Student discipline	56	129	187	158.35	14.366	136	179	158.35	14.36

The table above shows that the mean empirical and hypothetical student perceptions scores are 110.18. Furthermore, the mean empirical and hypothetical punishment scores are 88.02. Also, the average empirical and hypothetical student discipline scores are 158.35. Based on the research results, there are five categorizations of the independent and dependent variables.

Table 3. Student Perception Variable Score Categorization

Category	Criteria	N	Percentage
Poor	X < M − 1.5 SD	5	3.8%
Low	M − 1.5 SD < X < M − 0.5 SD	45	34.4%
Medium	M − 0.5 SD < X < M + 0.5 SD	42	32.1%
High	M + 0.5 SD < X < M + 1.5 SD	39	29.8%
Very High	M + 1.5 SD < X	0	0
Total		131	100%

Based on the table above, the categorization of student perceptions is dominant in the low category, with 45 students (34.4%) and the lowest in the very high category with 0%.

Table 4. The Categorization of Punishment Variable Score

Category	Criteria	N	Percentage
Poor	X < M − 1.5 SD	6	4.6%
Low	M − 1.5 SD < X < M − 0.5 SD	29	22.1%
Medium	M − 0.5 SD < X < M + 0.5 SD	66	50.4%
High	M + 0.5 SD < X < M + 1.5 SD	23	17.6%
Very High	M + 1.5 SD < X	7	5.3%
Total		131	100%

Based on the table above, the dominant punishment categorization is in the medium category, with 66 students (50.4%), and the lowest is in the poor category, with six students (4.6%).

Table 5. The Categorization of Student Discipline Variable Score

Category	Criteria	N	Percentage
Poor	X < M − 1.5 SD	3	2.3%
Low	M − 1.5 SD < X < M − 0.5 SD	40	30.3%
Medium	M − 0.5 SD < X < M + 0.5 SD	55	41.7%
High	M + 0.5 SD < X < M + 1.5 SD	29	22%
Very High	M + 1.5 SD < X	4	3%
Total		131	100%

Based on the table above, the dominant student discipline categorization is in the medium category, with 55 students (41.7%), and the lowest is in the poor category, with three students (2.3%).

Table 6. Normality Test Results

Variable	P	Description
Student perception	0.075	Normal
Punishment	0.06	Normal
Student discipline	0.06	Normal

Based on the results of the normality test with Kolmogrov-Smirnov, the student perception variable obtains a p-value of 0.075 (p > 0.05), the punishment variable obtains a p-value of 0.06 (p > 0.05), and the student discipline variable obtains a p-value of 0.06 (p > 0.05). This means the data on student perceptions, application of punishment and student discipline are normally distributed.

Table 7. Multicollinearity Test Results

Variable	Tolerance	VIF
Student Perception	.975	1.026
Punishment	.975	1.026

The multicollinearity test obtained a tolerance value of .975 and a VIF value of 1.026. The tolerance value is higher than 0.100, and the VIF value is lower than 10.00. Therefore, there is no multicollinearity between the student perception variables and the application of punishment.

Based on the results of the autocorrelation test, the Durbin-Watson value is 1,745 < 1,919 < 4-du (2,250). It means that there is no autocorrelation between the independent and dependent variables.

Table 8. Regression Analysis Test Results

Model	R	R square	Adjusted R Square	Model Summary Std. Error of the Estimate
1	.601ª	.361	.352	11.569

The major hypothesis test results revealed a substantial relationship between students' perception of discipline and the use of punishment with the discipline of eleventh-grade senior high school students in Palembang. The values found were R = 0.601 and p = 0.000 (p<0.01), with an effective contribution of.361 (36.1%) to student discipline and the remaining 63.9% were influenced by other variables outside the research. Thus, the major hypothesis was accepted: there is an influence between students' perception and implementing punishment on the discipline of the eleventh-grade senior high school students in Palembang. This finding is consistent with the interview findings reported by Maphosa and Shumba (2010), where a veteran teacher commented, "*Students now feel completely liberated. As teachers, we now feel helpless because the students we teach have rights, and they are aware*." Another teacher stated, "*Students are aware that if they misbehave, they will be punished*." This is a simple and effective way to maintain student focus (Gundersen & McKay, 2019). Therefore, if students are aware of or positively perceive punishment, they will be less likely to violate the rules, allowing them to learn discipline. This awareness can persuade them not to violate existing regulations, ensuring that punishment will not be accepted. Previous research (Ningsih, 2015) revealed a significant relationship between students' perceptions of discipline and self-control and the degree of discipline at SMK Rini Yogyakarta.

The results of the first hypothesis test show a significant influence between student perceptions and student discipline with a value of rx1-y = .251 and a sig value of less than 0.05. It means that the first hypothesis is accepted. The student perception variable effectively contributes 29% to the application of punishment. It

means that if students' perceptions are positive, the higher the level of their discipline. This finding aligns with previous research conducted by (Kurniawati, 2019), who found a relationship between student perceptions and student discipline at SMA 3 Samarinda.

The second hypothesis test found a significant relationship between punishment and student discipline with a value of rx2-y = .499 and a sig value of less than 0.05. It means that the second hypothesis is accepted. The punishment variable provides an effective contribution of 7% to student discipline. This finding aligns with the research results that there is a positive relationship between punishment and student discipline at Al Islam 1 High School (Devi, 2017). Previous research by Bazikho (2023) found that punishment has an impact on the discipline of class X IIS-A students at Telukdalam Campus Private High School. According to Indrawati and Maksum (Sulistyowati & Sugiarti, 2021), numerous variables can influence the establishment of discipline, including (1) rewards, (2) punishment, and (3) subjects. Students who do not follow school regulations will face consequences that will impact their school discipline.

Conclusion

Based on the data analysis, it is possible to conclude that the major hypothesis is accepted. There is an influence between student perceptions and punishment on the discipline of the eleventh-grade senior high school students in Palembang, with an effective contribution of 36.1% to student discipline and the remaining 63.9% influenced by variables outside the research. The first hypothesis shows a 29% effective contribution from student perceptions to student discipline. In the second hypothesis, there is an influence between punishment and student discipline, with an effective contribution of 7%.

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