



Humanistic Student Management in Strengthening Discipline and School Culture: A Case Study at SMAN 1 Sokaraja

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DOI:

[10.32424/seej.v8i1.22092](https://doi.org/10.32424/seej.v8i1.22092)

Article History:

Received: 31 July 2026
Revised: 01 August 2026
Accepted: 06 August 2026
Published: 10 August 2026

Abstract:

School discipline often prioritizes compliance and sanctions over guidance that respects students' dignity. This study analyzes the implementation of humanistic student management in strengthening discipline and school culture at SMAN 1 Sokaraja. A qualitative case study design was employed. Informants were purposively selected and included the Vice Principal for Student Affairs, a guidance and counseling teacher, a teacher or homeroom teacher, students, representatives of the Intra-School Student Organization (OSIS) and the Class Representative Council (MPK), and a parent. Data were collected through semi-structured interviews, participant observation, and document analysis and were analyzed thematically through coding, categorization, theme development, and interpretation. Trustworthiness was enhanced through source and method triangulation. The findings show that humanistic student management is implemented through preventive habituation, dialogue before decisions are made, tiered guidance, student involvement in correcting mistakes, confidentiality in counseling services, and family collaboration. A culture of discipline is reinforced through the 5S Greeting Duty Program, punctual assemblies, teacher role modeling, student leadership, and digital feedback channels. Implementation, however, is constrained by inconsistent practices among educators, public reprimands that cause discomfort for some students, limitations in teachers' emotional regulation, and differences between school and family values. The study proposes a humanistic student management cycle comprising preventive habituation, diagnostic dialogue, proportional and restorative responses, collaborative support, and organizational reflection. Sustainable discipline requires a balance among firmness, dialogue, role modeling, participation, and respect for students' dignity.

Keywords: student management, humanistic discipline, school culture, restitution, student participation and authoritative school climate.

Introduction

Student management is an essential component of educational management because it encompasses students' entire school experience, from admission and orientation to guidance and graduation. Its function

extends beyond administrative recordkeeping to creating an environment that supports students' academic, social, emotional, and moral development. Managing discipline and school culture is therefore central to student management because both shape orderly learning processes, feelings of safety, the quality of interactions among school members, and the development of student responsibility (Amin & Bahrudin, 2024).

Recent studies have reported that structured student management contributes to attendance discipline, academic achievement, character development, and the cultivation of students' interests and talents through student organizations and extracurricular activities (Agissa et al., 2025; Arsyad et al., 2025; Ikroom et al., 2025; Izzah & Magfiroh, 2025; Melianti et al., 2023). However, much of this literature evaluates student management through structural indicators, such as program availability, role allocation, school rules, organizational mechanisms, and student outcomes. Arsyad et al. (2025) emphasized the role of school rules in improving attendance discipline, whereas Izzah & Magfiroh (2025) examined the establishment of a student discipline enforcement team as a strategy for managing student behavior. Although these studies provide important explanations of schools' organizational capacity, they do not explicitly examine how educators' emotional responses, consistency, and everyday communication practices shape students' experiences of rule enforcement.

Comprehensive structures and firm rules do not, by themselves, produce internalized discipline. The authoritative school climate framework emphasizes that effective discipline requires a combination of structure and support. Structure is reflected in rules that are clear, fair, and consistently enforced, whereas support is reflected in students' experiences of safety, respect, and constructive guidance (Cornell et al., 2016; Gregory et al., 2010). The implementation of these principles is influenced by educators' social-emotional competence, particularly their ability to recognize and regulate emotions when responding to student misconduct (Jennings & Greenberg, 2009). Recent qualitative research has also shown that teachers employ different emotion-regulation strategies when coping with disciplinary issues and that such strategies influence how they respond to student behavior at different levels of schooling (Tarantul & Berkovich, 2024). Similarly, restitution-based discipline places dialogue, the restoration of responsibility, and student participation in correcting mistakes at the center of disciplinary guidance, rather than relying solely on punishment (Gossen, 2001). From these perspectives, humanistic student management can be understood as an approach that maintains clear rules and consequences while implementing them proportionately, consistently, dialogically, and with respect for students' dignity.

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A preliminary study based on initial observations at SMAN 1 Sokaraja showed that the school had established several programs to support discipline and school culture. These included the 5S Greeting Duty Program, guidance and counseling services, OSIS and MPK activities, punctuality routines, and a tiered mechanism for addressing misconduct. In practice, students were warned and given an opportunity to explain the circumstances underlying a violation before further action was determined. These practices reflected an educational and humanistic orientation. However, the initial observations also indicated that rules were not always enforced uniformly by all educators. In some situations, reprimands were influenced by emotion and delivered in front of other students, potentially causing embarrassment or discomfort. These conditions suggest that the effectiveness of student management depends not only on the completeness of its programs but also on educator consistency, emotional regulation, and the quality of teacher-student interactions.

Previous studies have examined the relationship between student management and discipline, learning outcomes, achievement, character development, and students' potential. Nevertheless, research linking the structure of student management to educator consistency, emotional regulation, the quality of teacher-student relationships, disciplinary culture, and school climate remains limited, particularly at the secondary-school level in Indonesia. Less is known about the processes through which formal policies and organizational structures shape students' concrete experiences of reprimands, guidance, and consequences. Part of this gap stems from inconclusive empirical evidence on educators' emotional regulation itself. A systematic review by Aldrup et al. (2024) found that internal, cognitive emotion-regulation strategies were not significantly related to classroom management or instructional quality in most of the studies reviewed, while Wang et al. (2023) similarly reported inconsistent associations between teachers' emotion regulation and classroom-level outcomes across different educational and cultural contexts. Because these quantitative studies have not converged on a clear effect of teacher emotion on rule effectiveness, a qualitative, context-sensitive inquiry is needed to clarify how emotional regulation actually operates within everyday disciplinary practice. A gap therefore remains between studies emphasizing the completeness of student management structures and those addressing the relational and emotional dimensions of disciplinary practice. To bridge this gap, the present study treats the quality of educators' implementation and students' experiences as integral components in evaluating the effectiveness of student management.

Accordingly, this study aims to analyze the implementation of humanistic student management in strengthening discipline and school culture at SMAN 1 Sokaraja. More specifically, the study addresses the following research questions: RQ1: How is humanistic student management implemented to

strengthen discipline and school culture at SMAN 1 Sokaraja?; RQ2: What forms of student guidance and disciplinary practices reflect humanistic principles at SMAN 1 Sokaraja?; RQ3: What factors support and constrain the implementation of humanistic student management at SMAN 1 Sokaraja?; RQ4: What conceptual pathway and practical strategies can be formulated to strengthen humanistic student management at the school?

The study's originality lies in shifting the analytical focus from isolated descriptions of student management programs to the relationships among student management structures, educator consistency and emotional regulation, teacher-student relationships, disciplinary culture, and school climate. Theoretically, the study integrates student management, authoritative school climate, educators' social-emotional competence, and restitution-based discipline within a single analytical framework. Practically, the study provides a basis for schools to evaluate not only program availability and student compliance but also the consistency of rule enforcement, educators' communication practices, the protection of students' dignity, and coordination among the actors involved in student guidance.

Literature Review

2.1 Student Management and the Structural Approach

Student management encompasses the planning, organization, implementation, and supervision of student activities from admission through graduation to support students' academic, social, emotional, and moral development (Amin & Bahrudin, 2024). Empirical studies in Indonesia have consistently reported positive relationships between structured student management and various educational outcomes. Arsyad et al. (2025) found that systematic enforcement of school rules improved attendance discipline. (Agissa et al., 2025) showed that effective student management facilitated the development of students' talents and potential through extracurricular activities. Melianti et al. (2023), Ikroom & Said (2025), Izzah & Magfiroh (2025) likewise reported positive contributions of student management to learning outcomes and academic achievement across different educational levels and school types.

A common feature of these studies is that they assess the effectiveness of student management through outcome indicators, such as achievement, attendance discipline, and participation, in relation to the availability and completeness of programs. This approach implicitly assumes that comprehensive structures and firm school rules will automatically translate into disciplined student behavior. Although these studies provide strong evidence regarding the importance of schools' structural capacity, they generally do not examine in depth how students experience rule enforcement in their everyday interactions with educators.

2.2 Humanistic Discipline and the Restitution Approach

Humanistic education is rooted in the humanistic psychology of Carl Rogers, who argued that meaningful learning occurs when students are treated as whole persons, their autonomy is respected, and educators facilitate rather than merely control their development (Rogers, 1969). This principle is reinforced by self-determination theory, which identifies autonomy, competence, and relatedness as basic psychological needs essential to healthy motivation and development, including in the context of school discipline (Ryan & Deci, 2017). From this perspective, autonomy-supportive discipline - for example, allowing students to understand the reasons behind rules and participate in correcting their behavior - is more likely to produce lasting internalization than discipline based solely on external control.

Applying humanistic discipline within student management does not eliminate rules, firmness, or consequences; rather, it places them within a guidance process that respects students' dignity. Discipline is enforced through explanation, dialogue, opportunities for students to present their perspectives, and the selection of proportionate responses. These principles are operationalized through restitution-based discipline, which emphasizes restoring responsibility, strengthening self-worth, and involving students in determining how they will correct their behavior (Gossen, 2001). This approach seeks to develop awareness and self-discipline rather than compliance driven by fear of punishment.

Gossen (2001) framework further distinguishes three responses to student misbehavior that are often conflated in everyday school practice. Punishment is an externally imposed penalty, often unrelated to the misbehavior itself, intended to make the student suffer for a past mistake; it communicates blame and typically positions the student as a passive recipient of adult judgment. A logical consequence is more closely related to the misbehavior and is intended to be reasonable and proportionate, yet it remains primarily decided and imposed by the adult, so the student's role in determining the outcome is still limited. Restitution differs from both in that it treats the misbehavior as an opportunity for the student to actively repair what was harmed and to strengthen their own commitment to the value that was violated, with the student, rather than the teacher, taking the lead in identifying the corrective action. This distinction is analytically important because restitution is not simply a gentler version of punishment; it shifts the locus of responsibility from external control to internal ownership, which is what is expected to differentiate its effect on long-term self-discipline from that of punishment or logical consequence alone.

2.3 School Climate, Educator Consistency, and Emotional Regulation

School climate reflects the quality of relationships, rule enforcement, and the sense of safety experienced by members of the school community. Educator consistency refers to the uniformity and

continuity with which teachers apply rules and respond to misconduct, while emotional regulation concerns educators' ability to manage their reactions so that guidance remains proportionate and educational. These three dimensions interact in shaping students' experiences of discipline.

One framework that explains these relationships systematically is the authoritative school climate model. This model proposes that effective discipline emerges from the combination of structure and support. Structure refers to rules that are clear, fair, and consistently enforced, whereas support concerns the extent to which students feel safe, respected, and supported by educators (Gregory et al., 2010). High levels of both structure and support are associated with stronger academic engagement, achievement, and educational aspirations (Cornell et al., 2016). By contrast, strong structure without relational support may be perceived as authoritarian, whereas support without clear boundaries may result in permissive guidance.

The quality of school climate is also influenced by educator consistency and social-emotional competence. Different responses by teachers to similar violations can create uncertainty and perceptions of unfairness among students. Moreover, teachers' ability to recognize and regulate their emotions shapes how misconduct is addressed. Teachers who regulate their emotions are more likely to respond reflectively, proportionately, and educationally, whereas impulsive responses can weaken teacher-student relationships and negatively affect school climate (Jennings & Greenberg, 2009). Effective disciplinary guidance therefore depends not only on the existence of rules but also on consistent implementation and educators' ability to regulate emotion in their interactions with students.

Taken together, the student management structure provides the formal foundation for guidance, while humanistic discipline shapes how rules are applied. Educator consistency and emotional regulation determine the quality of implementation, whereas teacher-student relationships and students' sense of safety reflect the school climate that emerges. This framework was used to analyze the implementation of humanistic student management in strengthening discipline and school culture at SMAN 1 Sokaraja.

These four perspectives are particularly relevant to Indonesian senior secondary education (SMA). Indonesia's Kurikulum Merdeka and its character-education framework, the Pancasila Student Profile (Profil Pelajar Pancasila), formally position discipline as part of holistic character formation rather than mere rule compliance, which aligns conceptually with the humanistic and restitution-based principles discussed above. At the same time, Indonesian secondary schools typically operate within a relatively hierarchical teacher-student relationship and collectivist cultural norms that grant teachers substantial authority and discretion in daily rule enforcement. Under such conditions, the consistency and emotional regulation of individual educators plausibly carry even greater weight in shaping students' disciplinary

experience than in educational contexts with more standardized, centrally monitored disciplinary procedures. Applying the student management, humanistic discipline, authoritative school climate, and social-emotional competence perspectives together therefore provides a framework that is analytically comprehensive and contextually appropriate for examining how formal policy is translated into everyday guidance practice in an Indonesian SMA setting such as SMAN 1 Sokaraja.

Research Methodology

This study employed a descriptive qualitative approach with a case study design to examine the implementation of humanistic student management in strengthening discipline and school culture at SMAN 1 Sokaraja, Banyumas Regency, Central Java. The case study design was selected to develop an in-depth understanding of the relationships among the student management structure, educator consistency and emotional regulation, the quality of teacher-student relationships, disciplinary culture, and school climate. The study was conducted from January 5 to June 5, 2026.

The participants comprised ten informants purposively selected on the basis of their direct involvement in and knowledge of student guidance practices. They represented six groups: the Vice Principal for Student Affairs, a guidance and counseling teacher, a teacher or homeroom teacher, OSIS/MPK representatives, students, and a parent or guardian. This composition was intended to capture perspectives on policy, implementation, student experience, participation in student organizations, and family support. The profile of the ten informants is summarized in Table 1.

Table 1 Informant Profile

Code	Position / Initials	Interview Duration	Selection Rationale / Inclusion Criteria
INF-01	Vice Principal for Student Affairs (Waka Kesiswaan)	± 50 minutes	Holds formal authority over student-management policy and coordinates disciplinary evaluation across staff.
INF-02	School Counselor / Guidance and Counseling Teacher (Guru BK)	± 45 minutes	Directly responsible for dialogic, restitution-based guidance and case escalation from homeroom teachers.
INF-03	Homeroom Teacher (Wali Kelas)	± 40 minutes	Applies school rules daily and mediates between students, subject teachers, and parents.
INF-04	OSIS Chairperson	± 35 minutes	Leads student organizational activities and models discipline for peers.
INF-05	OSIS Member	± 30 minutes	Directly involved in implementing the 5S Greeting Duty Program and peer guidance.
INF-06	MPK (Class Representative Council) Member	± 30 minutes	Represents student oversight of OSIS programs and channels student aspirations.

INF-07	Student A (Grade XI)	± 25 minutes	Direct recipient of disciplinary guidance; purposively selected for prior involvement in a minor rule violation.
INF-08	Student B (Grade XI)	± 25 minutes	Direct recipient of disciplinary guidance; selected to capture variation in student experience.
INF-09	Student C (Grade X)	± 25 minutes	Direct recipient of disciplinary guidance from a different grade level to broaden perspective.
INF-10	Parent / Guardian	± 30 minutes	Represents the family perspective on school-home communication and disciplinary partnership.

Source: Processed research data (2026).

Informants were purposively selected using criteria of direct involvement in, or direct experience of, student guidance practices at SMAN 1 Sokaraja, ensuring that policy, implementation, and recipient perspectives were all represented within the six informant groups.

The study used both primary and secondary data. Primary data were obtained through interviews with informants and observations of student affairs activities, while secondary data consisted of student violation records, 5S Greeting Duty Program documents, a new student admissions brochure, the teaching assistance report, and available school program documents. Data were collected through semi-structured interviews, observation, and document review using an interview guide and observation field notes. The data were analyzed using the interactive model of (Miles, M.B. & Huberman, 1994), which involves data condensation, data display, and conclusion drawing and verification. Trustworthiness was established through source and method triangulation by comparing information across informants and cross-checking interview findings against observations and school documents.

The application of these two triangulation techniques is evident in the findings that rule enforcement was applied inconsistently across teachers first emerged from the Vice Principal for Student Affairs' account of recurring emotional-regulation issues raised in staff-meeting evaluations. This account was then cross-checked against the independent, separately obtained descriptions given by the homeroom teacher and the school counselor, who each described differing communication styles among their colleagues without having been prompted with the Vice Principal's statement (source triangulation). The same finding was further corroborated by reviewing the student violation record book, which showed that comparable infractions, such as untidy hair or excessive noise, were documented and followed up unevenly across different classes (method triangulation, comparing interview accounts with documentary evidence). Only findings that were consistently supported by at least two independent sources or methods were retained as key findings in the analysis presented below.

Results and Discussions

The findings show that student management at SMAN 1 Sokaraja is supported by a relatively clear structure and division of responsibilities. Student guidance involves the student affairs unit, guidance and counseling services, homeroom and subject teachers, the principal, student organizations, and parents. The school also implements school rules, counseling services, OSIS and MPK activities, extracurricular programs, punctual assemblies, and the 5S Greeting Duty Program. These findings indicate that discipline is developed not only by responding to misconduct but also through prevention, habituation, and role modeling. This is consistent with the view that student management encompasses students' entire school experience and that school climate is jointly shaped by organizational arrangements, safety, social relationships, and learning experiences (Amin & Bahrudin, 2024; M.-T. Wang & Degol, 2016).

The 5S Greeting Duty Program is among the most visible practices for building school culture. Conducted every morning by OSIS and MPK representatives under teacher supervision, the program was viewed by students as creating a friendlier atmosphere and encouraging them to arrive earlier, greet others, and interact politely. OSIS and MPK also serve as role models and channels for student input through Google Forms, suggestion boxes, and the Digital Aspiration Space. This involvement shows that students are not merely subject to rules but also participate in shaping school culture. The finding is consistent with (Voight, 2014), who found that student voice and participation can strengthen relationships, a sense of belonging, and school climate improvement. The peer-guidance approach was described by the OSIS Chairperson as follows: "Representatives usually give reminders politely and appropriately, without shouting at or embarrassing the student concerned" (OSIS Chairperson, INF-04). A similar view was echoed by the OSIS and MPK members interviewed.

Misconduct is addressed through a tiered process. Minor violations are generally handled through warnings and the recording of violation points. Repeated violations involve homeroom teachers and the school counselor, while more serious cases may involve the student affairs unit, parents, home visits, and the principal. At each stage, students are given an opportunity to explain the circumstances underlying their behavior before a response is determined. This pattern shows that the school does not treat punishment as the primary response but instead seeks to align guidance with the severity of the violation and the student's needs.

These practices are consistent with restitution-based discipline, which emphasizes responsibility, behavioral correction, and the restoration of relationships rather than merely imposing sanctions (Gossen,

2001). The school counselor helps students understand the causes and consequences of their actions and involves them in determining appropriate corrective steps. Gregory et al., (2016) likewise found that well-implemented restorative practices were associated with more positive teacher-student relationships and fewer exclusionary disciplinary referrals. Dialogue and student participation should therefore not be interpreted as leniency, but as means of fostering stronger responsibility. The school counselor emphasized the intended source of lasting change: "Behavioral change is expected to emerge from students' own awareness, not merely from fear of punishment" (School Counselor, INF-02).

The opportunity to explain one's circumstances and select corrective steps can also be understood through self-determination theory. Ryan & Deci (2017) explain that values are more readily internalized when the needs for autonomy, competence, and relatedness are supported. In this study, opportunities to provide explanations supported student autonomy, teacher guidance helped students feel capable of correcting their mistakes, and respectful communication strengthened their sense of connection to the school. This process can transform compliance motivated by fear of sanctions into discipline grounded in understanding and responsibility. Nevertheless, consistent implementation remains a challenge despite the existence of common school rules and procedures. Interviews indicated that some teachers actively reprimanded and guided students, whereas others did not consistently follow up on certain violations. These differences were associated with varying levels of concern, experience, priorities, and communication styles, confirming that written rules do not automatically produce uniform practice. The homeroom teacher similarly acknowledged the implementation gap: "In practice, there are still differences in the level of consistency among teachers in applying school rules" (Homeroom Teacher, INF-03).

The findings from interviews with the six informant groups concerning consistency in rule enforcement are presented in Table 1.

Table 1. Interview Findings Across the Six Informant Groups

Informant Group	Key Findings
Vice Principal for Student Affairs	Acknowledged that some teachers had difficulty regulating their emotions, making this issue a recurring item in staff meeting evaluations.
School Counselor	Emphasized dialogue and understanding students' backgrounds before action and served as the referral point when homeroom teachers escalated cases.

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Homeroom Teacher	Followed the same school rules but used different communication styles and regulated emotions by coordinating with other staff before acting.
OSIS/MPK Representatives	Received communication training through the Student Leadership Training program (LKS) and served as peer role models by correcting misconduct politely.
Students	Confirmed the tiered process (warning-points-counseling) but reported that treatment was not entirely consistent.
Parents	Felt involved through WhatsApp groups and direct communication and considered the balance between firmness and respect to be generally maintained.

Source: Processed research data (2026).

Table 1 shows that all six informant groups converged in identifying a gap between uniform formal guidelines and variable implementation by individual educators. This convergence strengthens the trustworthiness of the finding that consistency is a central issue in the implementation of student management at the school.

Within the authoritative school climate model, effective discipline requires a combination of structure and support. Structure is reflected in clear, fair, and consistently enforced rules, while support is expressed through respect, safety, and guidance for students (Cornell et al., 2016; Gregory et al., 2010). The findings indicate that the school's structural dimension is relatively strong, but the quality of support is not uniform because it depends on how each educator applies the rules. Strong structure without support may be experienced as authoritarian, whereas support without clear boundaries may result in permissiveness.

Consistency does not mean that all students must receive identical responses regardless of their circumstances. Rather, it requires shared principles, procedures, and standards of fairness, while allowing guidance to be adapted to the type of violation and the student's background. Procedural justice theory suggests that acceptance of teacher authority is shaped by whether students are allowed to speak, receive explanations, are treated respectfully, and encounter predictable procedures. (Pereira et al., 2016) found that treatment perceived as fair enhanced teacher legitimacy, whereas unfair treatment diminished it. This helps explain why students in this study expected consistent rule enforcement and an opportunity to explain their circumstances before decisions were made.

In addition to consistency, educators' emotional regulation is crucial. The school acknowledged that teachers occasionally used excessive verbal responses when addressing misconduct. This issue was discussed in staff evaluations because firmness must be communicated professionally and without demeaning students. Jennings & Greenberg (2009) explain that teachers' social-emotional competence influences teacher-student relationships, classroom management, and the learning climate. (Hagenauer et al., 2015) similarly found that teacher emotions are related to student engagement, classroom discipline, and the quality of interpersonal relationships. Teachers who recognize anger or frustration before reacting are more likely to respond calmly, proportionately, and educationally.

Students' perspectives reveal the practical effects of how reprimands are delivered. Students generally acknowledged that teachers provided explanations and allowed them to present their reasons. However, two of the three students interviewed reported feeling embarrassed or uncomfortable when reprimanded in front of many peers. They preferred reprimands to be delivered privately, dialogically, and consistently. This finding shows that teachers' disciplinary intentions may not be experienced as guidance when the manner of delivery undermines students' sense of safety and self-worth. Wang et al. (2020) found that social-emotional support in the classroom climate was positively associated with engagement, social competence, and academic achievement, and negatively associated with psychological distress and problem behavior. This concern was voiced directly by one of the students interviewed, who recommended that "reprimands should not be delivered in front of many people so that students do not feel embarrassed" (Student B, INF-08).

This distinction matters psychologically. (Goodman, 2017) argues that public reprimands can shift a student's experience from constructive guilt, which motivates repair of a specific behavior, toward shame, a more global and painful judgment of the self as "unworthy, incompetent, or bad" that is witnessed and evaluated by peers. When students internalize this negative self-judgment, the disciplinary encounter is no longer experienced as guidance but as a threat to self-concept, and evidence indicates that shaming is not only psychologically harmful but also ineffective at improving behavior, since students who feel they do not deserve public criticism tend to disengage or resist rather than reflect (Goodman, 2017). Within the authoritative school climate framework used in this study, this dynamic illustrates precisely how strong structure can erode the support dimension: the same rule, enforced with the same formal justification, is experienced by students as authoritarian control rather than authoritative guidance once it is delivered in a way that damages self-worth in front of peers. Repeated experiences of this kind may accumulate into a broader student perception that the school's overall climate is punitive rather than

supportive, even when the underlying rules themselves remain reasonable and the enforcing teacher's intentions remain educational.

Guidance and counseling services play an important role in maintaining this sense of safety. The school counselor emphasized the confidentiality of students' concerns and sought to understand the background of each case before determining appropriate support. These practices strengthen the support dimension of school climate by providing students with a safe space to explain problems and seek solutions. (M.-T. Wang & Degol, 2016) identify safety, relationship quality, and social support as central components of school climate. The effectiveness of counseling services should therefore be assessed not only by case resolution but also by their ability to maintain student trust and psychological comfort.

Parents are involved primarily when violations are repeated or serious. Communication takes place through homeroom teachers, telephone calls, in-person meetings, and WhatsApp groups. Parents generally considered the school's guidance sufficiently firm while remaining respectful of students, but they expected communication to include positive developments as well. This expectation indicates a need to shift from reactive communication toward more regular and preventive partnerships. (Sheldon & Epstein, 2002) found that schools implementing a greater number of family and community involvement activities had fewer students receiving disciplinary action. School-family communication should therefore be used to align expectations and prevent problems, rather than solely to report misconduct. From the family perspective, the parent observed that the school's guidance "has been able to balance firmness and respect for students" (Parent, INF-10).

Overall, the factors supporting humanistic student management include a clear guidance structure, a tiered response mechanism, the role of guidance and counseling services, the 5S Greeting Duty Program, OSIS and MPK involvement, and communication with parents. Constraining factors include inconsistency among teachers, differences in communication styles, emotional responses when delivering reprimands, student discomfort when reprimanded publicly, differences between school and family values, and limited participation by some students in organizational activities. The primary challenge is therefore not the absence of programs, but uneven implementation quality across educators. Table 2 summarizes these supporting and constraining factors.

Table 2. Supporting and Constraining Factors in Humanistic Student Management

Supporting Factors	Constraining Factors
A clear guidance structure and division of responsibilities among the student affairs unit, counseling services, homeroom teachers, and the principal	Inconsistent follow-up by teachers when addressing similar violations
A tiered response mechanism (violation points, homeroom teacher, counseling services, parents, and home visits)	Differences in communication styles and levels of concern among educators
Dialogue and restitution-based discipline in counseling services that involve students in developing corrective actions	Excessive emotional responses by some teachers when delivering reprimands
The 5S Greeting Duty Program and OSIS/MPK role modeling in building school culture	Student discomfort when reprimanded publicly
Student feedback channels (Google Forms, suggestion boxes, and the Digital Aspiration Space)	Differences between school norms and the family values of some students
Communication with parents through homeroom teachers, telephone calls, and WhatsApp groups	Limited participation by some students in organizational activities

Source: Processed research data (2026).

Table 2 confirms that the main barriers do not stem from the absence of programs or organizational structures, which have generally been designed adequately, but from uneven implementation quality and relational-emotional capacity among educators who interact with students on a daily basis.

Based on these findings, the relationships among the components can be formulated as a pathway linking the student management structure, educator consistency and emotional regulation, the quality of teacher-student relationships, and disciplinary culture and school climate. The structure provides the foundation for guidance, but consistency and emotional regulation determine how students experience the rules. When rules are enforced fairly, calmly, dialogically, and with respect for dignity, teacher-student relationships are strengthened and students are more likely to internalize disciplinary values. Conversely, inconsistent and emotionally charged implementation can create uncertainty, embarrassment, and compliance that persists only under supervision. This pathway is illustrated in Figure 1.

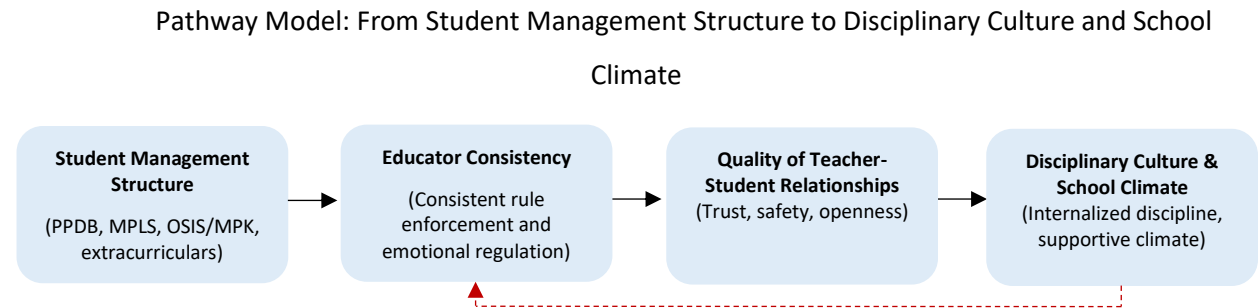


Figure 1. Humanistic Student Management Pathway Model

Figure 1 shows that an organized student management structure is a necessary starting point but is not sufficient on its own. Its effectiveness emerges only when all educators implement the structure consistently and possess adequate emotional regulation, as discussed above. Consistency and emotional regulation shape the quality of teacher-student relationships, which in turn determine the overall character of disciplinary culture and the school's psychological climate. The model also includes a feedback mechanism: a tense school climate may reduce educators' motivation to sustain consistent humanistic guidance, creating a cycle that requires deliberate intervention.

These findings extend the application of the authoritative school climate model by showing that the relationship between structure and support is not automatic. Educator consistency and emotional regulation function as implementation mechanisms that determine whether formal rules become relational support or a source of pressure for students. Schools should therefore develop a shared understanding of guidance procedures, strengthen training in assertive communication and emotional regulation, prioritize private reprimands, and extend restitution-based approaches from counseling services to homeroom and subject teachers. Student involvement and preventive communication with families should also be maintained so that humanistic principles become a shared culture throughout the school.

Conclusion

The findings show that student management at SMAN 1 Sokaraja is supported by a relatively clear structure and division of responsibilities. Student guidance involves the student affairs unit, guidance and counseling services, homeroom and subject teachers, the principal, student organizations, and parents. The school also implements school rules, counseling services, OSIS and MPK activities, extracurricular programs, punctual assemblies, and the 5S Greeting Duty Program. These findings indicate that discipline is developed not only by responding to misconduct but also through prevention, habituation, and role

modeling. This is consistent with the view that student management encompasses students' entire school experience and that school climate is jointly shaped by organizational arrangements, safety, social relationships, and learning experiences (Amin & Bahrudin, 2024; M.-T. Wang & Degol, 2016). This humanistic orientation was explicitly articulated by the Vice Principal for Student Affairs: "The main purpose of enforcing discipline is not to punish, but to help students understand their mistakes" (Vice Principal for Student Affairs, INF-01).

Nevertheless, the effectiveness of guidance continues to depend on consistent rule enforcement and educators' ability to regulate their emotions. Differences in teachers' responses and poorly delivered reprimands can cause discomfort and weaken teacher-student relationships. Humanistic student management should therefore be strengthened through shared agreement on guidance procedures, training in assertive communication and emotional regulation, more private and dialogical reprimands, and more consistent use of restitution-based approaches. Concretely, the school should develop a written standard operating procedure (SOP) for handling student violations that explicitly prohibits public reprimands and requires a brief private, restitutive reflection session, in which the student and the teacher or counselor discuss the cause of the violation and agree on a corrective step, before a violation point is formally recorded. Such an SOP would translate the study's humanistic principles into a concrete, auditable procedure that all educators, not only counseling staff, can consistently apply. Communication with parents should also be sustained and should not occur only when students violate rules.

Conceptually, the study proposes a pathway linking the student management structure, educator consistency and emotional regulation, the quality of teacher-student relationships, and disciplinary culture and school climate. This model may be used to evaluate student management practices in other schools and to inform policies for developing educators' emotional and relational capacities. The study is limited by the relatively small number of student and OSIS/MPK informants and its single-case design. Future research should involve a broader range of informants or use a multiple-case design to enhance the transferability of the findings.

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