

" IMPLEMENTATION OF THE POINT SYSTEM AS A STUDENT DISCIPLINE MANAGEMENT STRATEGY"

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Abstrak:

Penelitian ini bertujuan untuk mengevaluasi efektivitas implementasi sistem poin sebagai strategi manajemen kedisiplinan siswa di SMP Taruna Dra Zulaeha. Dengan latar belakang akan pentingnya kedisiplinan siswa dalam menciptakan lingkungan belajar yang kondusif, penelitian ini menggunakan teori operant conditioning sebagai kerangka konseptual untuk mengeksplorasi bagaimana pemberian reinforcement positif dan negatif dapat memengaruhi perilaku siswa. Rumusan masalah penelitian ini meliputi evaluasi terhadap sejauh mana sistem poin mampu meningkatkan kedisiplinan siswa, persepsi siswa, guru, dan orang tua terhadap sistem poin, serta identifikasi tantangan utama dalam penerapan sistem poin dan strategi untuk mengatasi tantangan tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Data dikumpulkan melalui wawancara mendalam dengan 20 siswa, 10 guru, dan 5 orang tua, serta observasi langsung dan analisis dokumen. Hasil penelitian menunjukkan bahwa sistem poin memiliki dampak positif terhadap kedisiplinan siswa dengan meningkatkan motivasi siswa untuk berperilaku baik. Namun, tantangan seperti konsistensi dalam penerapan aturan dan pemahaman yang mendalam dari siswa tentang sistem poin diidentifikasi. Dengan implikasi praktisnya, penelitian ini menyoroti pentingnya pelatihan bagi guru dan staf serta penggunaan teknologi dalam memantau dan melacak poin siswa secara efisien. Penelitian ini diharapkan memberikan wawasan yang mendalam tentang efektivitas sistem poin sebagai strategi manajemen kedisiplinan siswa, serta memberikan dasar bagi pengembangan kebijakan dan praktik yang lebih baik di sekolah atau lembaga pendidikan lainnya.

Abstract:

This research aims to evaluate the effectiveness of implementing a point system as a student discipline management strategy at SMP Taruna Dra Zulaeha. With the background of the importance of student discipline in creating a conducive learning environment, this study utilizes operant conditioning theory as a conceptual framework to explore how the provision of positive and negative reinforcement can influence student behavior. The research problem formulation includes evaluating the extent to which the point system can improve student discipline, the perceptions of students, teachers, and parents regarding the point system, as well as identifying the main challenges in implementing the point system and strategies to overcome these challenges. This research employs a qualitative approach with a case study research design. Data were collected through in-depth interviews with 20 students, 10 teachers, and 5 parents, as well as direct observation and document analysis. The results of the study indicate that the point system has a positive impact on student discipline by increasing student motivation to behave well. However, challenges such as consistency in rule implementation and students' deep understanding of the point system were identified. With practical implications, this research highlights the importance of training for teachers and staff as well as the use of technology in efficiently monitoring and tracking student points. This research is expected to provide insights into the effectiveness of the point system as a student discipline management strategy and provide a basis for the development of better policies and practices in other schools or educational institutions.

Kata Kunci: *Sistem Poin, Manajemen Kedisiplinan Siswa, SMP Taruna Dra Zulaeha*

INTRODUCTION

Student discipline management is a crucial aspect in the world of education that affects the quality of the teaching and learning process and the formation of student character. Taruna Dra Zulaeha Junior High School, as an educational institution committed to the formation of the next generation with strong and outstanding characters, realizes the importance of an effective system to manage student discipline. One of the approaches that can be applied is the point system, which is expected to have a positive effect on the formation of student disciplinary behavior.

Student discipline contextual is not only related to order in the school environment, but also includes compliance with rules, punctuality, responsibility, and ethics in interacting with others. The implementation of the point system is expected to be a clear and measurable instrument in assessing and directing student behavior (Susanto, 2021)(Diana, 2023)(Hidayah, 2023). This system provides rewards or sanctions based on real actions, so students can see the immediate consequences of their behavior.

Traditional approaches in discipline management often focus only on punishment or sanctions (Hasanah, 2023)(Lawal, 2024). However, this approach has its drawbacks, especially when it comes to developing students' intrinsic motivation to behave well. The points system provides an alternative by emphasizing rewards for positive behavior, in addition to still providing sanctions for violations (Susanto, 2021). Thus, students are encouraged to behave well not only because they are afraid of being punished, but also because they understand and appreciate the value of the expected behavior.

SMP Taruna Dra Zulaeha has a vision and mission to form students who are not only superior in academics, but also in character. The implementation of the points system is in line with these goals because it promotes values such as honesty, hard work, responsibility, and mutual respect (Wiken Purnama Sari et al., 2023). Students who consistently show positive behavior will earn points, which can be exchanged for various forms of rewards, thus motivating them to continue to behave well. The points system also provides an objective tool for teachers and school staff to assess student behavior (Nisa et al., 2023). With point notes, teachers can easily identify students who contextually need further guidance or special intervention. This helps in creating a more conducive and purposeful learning environment, where every student feels fairly supervised and cared for.

The implementation of the point system also requires the involvement of all components of the school, including teachers, students, and parents. Thus, a strong synergy is created in supporting student discipline (Susanto, 2021). Teachers play a role in providing points and guidance, students learn to understand the importance of good behavior, and parents can actively monitor their child's progress through periodic point reports. In the context of modern education, the points system can be combined with digital technology to improve

efficiency and effectiveness (Nisa et al., 2023). Digital applications or platforms can be used to record and monitor student points in real-time, making it easier for teachers and parents to access information related to student development. The use of this technology can also add transparency and accountability in the implementation of the system (Wiken Purnama Sari et al., 2023).

The implementation of the point system at SMP Taruna Dra Zulaeha is also in line with the student-centered learning approach. With this system, students are encouraged to take an active role in the formation of their own behavior (Rizqiyah, 2022). They become more aware of the impact of their actions and have the opportunity to improve themselves in an ongoing way. In addition, the point system can be used as an evaluation tool in seeing the success of discipline programs implemented by schools (Fajry, 2022). The data collected from these systems can be analyzed to identify behavioral trends, policy effectiveness, and areas that need improvement. Thus, schools can make more targeted strategic adjustments (Putri, 2023).

To ensure the effectiveness of the point system, there needs to be intensive and continuous socialization to all relevant parties. Students must be given a clear understanding of the rules and mechanisms of the points system, while teachers and school staff need to be equipped with adequate training to be able to implement this system consistently and fairly (Agung Feby Prasetya et al., 2021). The implementation of the points system is expected to be a model that can be applied in other schools that face similar challenges in student discipline management (Mubarok et al., 2021). By sharing experiences and best practices, SMP Taruna Dra Zulaeha can contribute to improving the quality of education more broadly. Through the implementation of the point system, SMP Taruna Dra Zulaeha hopes to create a more disciplined, conducive, and oriented school environment that is oriented towards student character development. This system is not only a tool to regulate behavior, but also an educational means that supports the achievement of holistic educational goals.

The phenomenon that occurred at SMP Taruna Dra Zulaeha related to the implementation of the point system as a student discipline management strategy reflects the institution's efforts to overcome various student behavior problems that often interfere with the learning process (Jannah, 2025)(Halisoh & Sain, 2024). In this school, student indiscipline becomes a significant issue that affects the academic climate and overall learning achievement. Cases such as late attendance to class, violations of the dress code, disrespectful behavior towards teachers and fellow students, and inconsistencies in completing school assignments are some examples of behavior that requires serious treatment. This increase in the frequency of violations indicates the need for more effective and systematic strategies in enforcing discipline (Mallaena et al., 2023). The reason for choosing the topic of point system implementation as a student discipline management strategy at SMP Taruna Dra Zulaeha is because this topic touches on several crucial aspects in the world of education and school management. The issue of discipline in schools is a significant challenge that affects the quality of education and the learning climate.

In this context, the point system was introduced as a clear and structured mechanism for monitoring and evaluating student behavior. Any action that violates the school rules will earn negative points, while positive behavior and adherence to the rules will earn positive points (Mubarok et al., 2021). These points are then collected and used as a basis to give consequences or rewards to students (Mansyur & Haslinda, 2022). With this system, it is hoped that students will become more aware of the consequences of their every action, both positive and negative, so that they are motivated to behave better (Zhang, 2024). The points system also makes it easier for teachers and schools to document and evaluate the level of discipline objectively and transparently, which ultimately aims to create a more conducive and productive learning environment (Andriyanto & Wibowo, 2022).

The difference between the point system at SMP Taruna Dra Zulaeha and the point system at other schools lies in the holistic and participatory integration that is implemented. At SMP Taruna Dra Zulaeha, the point system is not only focused on enforcing rules and giving sanctions, but also on character development and student motivation through a more inclusive approach. Each student is invited to understand the purpose of this point system and is given the opportunity to actively participate in the process of self-improvement. The program is also supported by specialized training for teachers in terms of point application and assessment, so that they can provide constructive and timely feedback to students.

Research on the implementation of the point system as a context for student discipline management strategies at SMP Taruna Dra Zulaeha has a prominent uniqueness. This research combines theoretical and practical approaches in the context of discipline management. By adopting gamification elements, the point system implemented not only serves as a discipline enforcement tool, but also as a means to motivate students positively (Patimah, 2022). The use of points for good behavior provides additional emphasis for students to follow the rules and behave according to the school's expectations. This approach is different from conventional methods that focus more on sanctioning without paying attention to students' intrinsic motivations.

The urgency of research on the implementation of the point system as a student discipline management strategy at SMP Taruna Dra Zulaeha lies in several important aspects. First, this study seeks to overcome discipline problems which are often the main obstacle in creating a conducive learning environment. With the increasing cases of indiscipline in schools, such as tardiness, rule violations, and disrespectful behavior, a more effective and systematic approach is needed. The points system offers a clear and contextual solution for documenting and managing student behavior, thus helping to enforce discipline in a more consistent and objective manner. Second, this research has urgency in the context of improving the quality of education. Good discipline is an important foundation for achieving optimal academic achievement. With the point system, students are not only encouraged to obey the rules but also motivated to behave positively. This is expected to increase student focus and involvement in the

learning process, which ultimately has an impact on improving learning outcomes. In addition, this research provides insights for other schools in developing innovative and data-driven discipline management strategies, which can be adapted according to the needs and context of each school.

Based on the description above, the background of this research is to see the extent to which the point system has been implemented at SMP Taruna Dra Zulaeha in an effort to improve student discipline management. This study aims to evaluate the effectiveness of the point system in motivating students, forming positive behaviors, and creating a conducive learning environment. By leveraging data from the implementation of the points system, the study also seeks to identify successes, challenges, and opportunities for improvement, so that it can provide recommendations that are beneficial to schools and serve as a model for other educational institutions facing similar problems. Contextually, this can be achieved through an appropriate approach and with an in-depth analysis related to the point system that applies in the context of the world of education.

RESULTS AND DISCUSSION

The point system that applies in schools or educational institutions in general is a system used to monitor and manage student behavior by assigning points or scores based on their behavior (Fadil Firmansyah & Nora, 2023). The system aims to provide positive incentives for desired behaviors and provide consequences for undesirable behaviors. Generally, points are awarded for positive behaviors such as active participation, hard work, cooperation, and politeness, while point deductions or sanctions are awarded for disciplinary violations such as classroom distractions, unauthorized absences, or violations of school rules (Sari et al., 2022).

In its implementation, each school or educational institution may have variations in their point system, but the basic concept remains the same. Typically, points are awarded by teachers or supervisory staff to students based on direct observation in class or other school activities (Fitri & Mardhiah, 2023). Points earned by students can be accumulated over a period of time, and can then be redeemed for other rewards or incentives, such as awards, additional rest permits, or other benefits (Mahmud et al., 2021). Additionally, the points system can also be used as a tool to track individual student behavior and identify patterns of behavior that may require additional attention. For example, if a student is constantly losing points due to absenteeism or other disciplinary violations, the system may alert teachers or school staff to further interventions, such as counseling or behavior planning (Ridwan et al., 2022).

JENIS DAN POIN PELANGGARAN		
NO	JENIS PELANGGARAN	POIN
A RINGAN		
1	Membuang sampah di sembarang tempat	5
2	Tidak memakai seragam dan/atau atribut sekolah sesuai ketentuan	5
3	Tidak menandatangani buku instrumen	5
4	Duduk tidak sesuai dengan denah kelas	5
5	Memakai perhiasan/aksesori berlebihan, dan bersolek	7
6	Berkuku panjang dan mewarnai kuku	7
7	Berambut panjang bagi peserta didik putra melebihi ketentuan sekolah dan mewarnai rambut bagi seluruh peserta didik	7
8	Tidur, sikap tak acuh, berbuat gaduh, dan berbohong kepada guru dan staf sekolah	10
9	Terlambat mengikuti pembelajaran	10
10	Tidak membawa buku pelajaran / Tidak membawa buku instrumen / Tidak mengerjakan tugas	10
		15 – 30
B SEDANG		
1	Menyontek atau memberi sortekan	15
	Menyontek atau memberi sortekan	15

C BERAT		> 30
1	Melakukan pemerasan terhadap teman	40
2	Mengendarai kendaraan bermotor dengan memakai seragam sekolah	50
3	Berkelahi	80
4	Membawa dan mengendarai kendaraan bermotor pada saat kegiatan sekolah	80
5	Membawa dan atau menggunakan HP tanpa izin dari sekolah (di ambil orang tua/ wali murid)	80
6	Berpacaran, bertunangan	80
7	Membawa/menggunakan/membuat/mengedarkan : miras, film porno, gambar porno, rokok, narkoba, dan perjudi	100
8	Menyerang guru atau personal sekolah	100
9	Terlibat tawuran	100
10	Mencuri	100
11	Melakukan tindakan asusila	100
12	Berurusan dengan pihak yang berwajib karena urusan kriminal	100
13	Membawa senjata tajam	100

PEMBINAAN

Picture 1 and 2. System Point SMP Taruna Dra. Zulaeha

Overall, the points system in schools or educational institutions aims to create a safe, conducive, and structured learning environment, where students are encouraged to behave well and take responsibility for their actions (Eka Mahmud & Ali Sulton, 2022). While it can vary in its implementation, the ultimate goal of the points system is to help students grow personally and academically, as well as prepare them for success in and out of the school environment (Indanis & Hidayati, 2022).

This study aims to evaluate the implementation of the point system as a student discipline management strategy at SMP Taruna Dra Zulaeha. This discussion will include the underlying theory, research paradigm, type of research used, data collection method, data analysis method, and results obtained. The theory underlying this study is the theory of operant conditioning learning proposed by B.F. Skinner. This theory emphasizes that behavior can be massively shaped through the provision of positive or negative reinforcement. In the context of the point system in question, positive reinforcement is given in the form of points for good behavior, while negative reinforcement is in the form of deduction of points for unwanted behavior. The goal is to reinforce positive behavior and reduce negative behavior among students. This research uses an interpretive paradigm that focuses on patterns of deep understanding of individual experiences and perceptions. This paradigm allows researchers to explore how students, teachers, and parents interpret and respond to the point system implemented in schools.

This research is a qualitative research with a case study approach. Qualitative research was chosen because it aims to gain an in-depth understanding of the implementation of the point system and its impact on student discipline. The case study approach allows researchers to explore this phenomenon in detail in a specific context. Furthermore, related to the method of data collection and data processing, it is divided into several patterns. Regarding data collection, it is divided into schemes, namely first, in-depth

interviews are conducted with a number of students, teachers, and school staff to get their views on the point system. Second, direct observation in the classroom and school environment is carried out to see the real application of the point system. Third, relevant documents such as student point notes and disciplinary reports are analyzed to complement the data obtained from interviews and observations. Furthermore, related to the method of data processing, the data obtained is analyzed using the thematic analysis method. This process involves encoding the data to identify key themes that emerge from interviews, observations, and document analysis. This approach allows researchers to systematically organize the data and interpret the meaning of the findings. Based on the description that this study is a qualitative case study research, the data was collected through in-depth interviews with 20 students, 10 teachers, and 5 parents. In addition, direct observation in the classroom and school environment is carried out to see the application of the point system. Documents such as student point notes and disciplinary reports are also analyzed. The data is encoded and analyzed thematically to identify key emerging themes.

In the results and discussion of this research, several important points related to the implementation of the point system as a student discipline management strategy at SMP Taruna Dra Zulaeha will be described. First, it will describe how the points system is implemented in the school, including the implementation process and the point scoring mechanism for student behavior. Furthermore, discipline management strategies involving this point system and the extent of its effectiveness in enforcing discipline in the school environment will be discussed. Then, the responses of students and teachers to the point system, as well as its impact on the learning climate at SMP Taruna Dra Zulaeha, will be presented. Finally, the elaboration will conclude with recommendations and implications from the findings of this study for the development of disciplinary policy contexts in other schools and higher levels of education policy. The complex elaboration context is the main part in making the analysis in-depth and detailed. The complex context of elaboration is the main part in making the analysis in-depth and detailed based on the reality that exists in SMP Taruna Dra Zulaeha. This is an interrelated part of the research analysis.

a) Point System Implementation



Diagram 1. Implementasi Sistem Poin SMP Taruna Dra Zulaeha

In the implementation of the point system at SMP Taruna Dra Zulaeha, the implementation process begins with the establishment of rules and norms of behavior expected of students. Each of these rules is then awarded the appropriate points, both positive and negative, depending on the level of violation. The point scoring mechanism for student behavior is based on direct observation and recording by the teacher or school staff on duty, which is then input into a centralized record-keeping system. Points are awarded based on consistency and precision in massively implementing the rules, as well as considering special situations that may affect student behavior.

In addition, the implementation of the point system at SMP Taruna Dra Zulaeha in the context involves the socialization stage to all stakeholders involved, including students, teachers, and parents. Socialization is carried out through various ways, such as announcements in class, meetings of parents and teachers, and special learning materials delivered to students. The purpose of this socialization is to be able to ensure a clear understanding of the rules and consequences of the points system, so that all parties involved can actively participate and support its implementation.

In addition to socialization, training for teachers is also an important stage in the implementation of the point system. Teachers are provided with training on how to use the points system effectively, including the process of note-taking, grading, and can actively provide feedback to students. This training helps teachers to better understand their role in implementing the points system with consistency and objectivity, as well as providing them with the necessary skills to properly manage situations that arise. Thus, through a structured process that involves all relevant parties, the implementation of the point system at SMP Taruna Dra Zulaeha is able to create a strong foundation for effective student discipline management.

b) Discipline Management Strategies

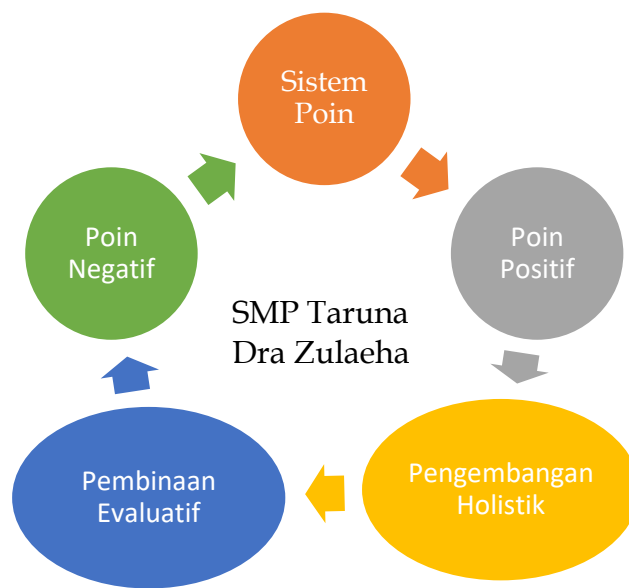


Diagram 2. Strategi Manajemen Kedisiplinan SMP Taruna Dra Zulaeha

The point system at SMP Taruna Dra Zulaeha is implemented as a central element of the school's discipline management strategy. It not only serves as a tool to enforce rules and provide consequences for violating behavior, but also as a mechanism to motivate positive behavior. Students are given positive points when they exhibit behavior that is in line with the school's values and established rules, such as cooperation, obedience, and discipline. On the other hand, negative points are awarded in response to rule violations or unwanted behavior. Thus, the point system is a clear and structured foundation in enforcing discipline at SMP Taruna Dra Zulaeha. However, it is important to note that the point system at SMP Taruna Dra. Zulaeha does not stand alone in school discipline management. As part of a holistic approach, the points system is integrated with student coaching programs and counselling services. The student development program provides space for character development and personality development of students through extracurricular activities, leadership training, and related personal assistance. Additionally, counseling services provide psychological and social support to students who need help in overcoming their personal, emotional, or academic issues. Thus, the integration of the points system with other approaches in discipline management ensures that the specific needs and conditions of each student can be addressed comprehensively and effectively.

c) Effectiveness of the Points System

An in-depth evaluation of the effectiveness of the points system as a context for student discipline management tools at Taruna Dra Zulaeha Middle School highlights significant progress in enforcing school rules and positively changing student behavior patterns.

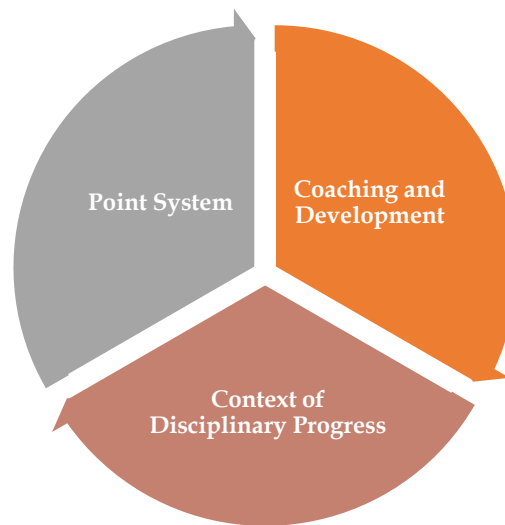


Diagram 3. Effectiveness of the Dra Zulaeha Cadet Middle School Points System

The effectiveness of the points system in enforcing student discipline at Taruna Dra Zulaeha Middle School shows significant results. Based on data and observations, the points system has succeeded in creating a clear and measurable structure for managing student behavior. There has been an increase in compliance with school rules and norms, with students becoming more aware of the consequences of their actions. Teachers report that adopting a point system has helped them provide more consistent and measurable feedback on student behavior, which in turn increases consistency in the enforcement of discipline.

Furthermore, there are indications of significant changes in student behavior after the implementation of this points system. Data shows a decrease in the number of disciplinary violations and incidents involving students. In addition, students also begin to show more participation in school activities and pay more attention to expected patterns of behavioral norms. Although it cannot be said that all disciplinary problems have been completely resolved, this positive trend provides evidence that the points system has had a significant impact in improving student discipline at Taruna Dra Zulaeha Middle School.

However, there are several parts that still need to be improved in the implementation of the points system. For example, there needs to be increased consistency and transparency in the implementation of the points system among all school staff. In addition, it is important to continue to monitor and evaluate the effectiveness of the points system periodically, as well as make necessary adjustments according to changing conditions and student needs. Thus, although the points system has had a significant positive impact, further steps in actively developing and improving the system are still needed to achieve optimal results in student discipline management.

d) Responses of Students, Teachers and Parents in the Respondent's Context

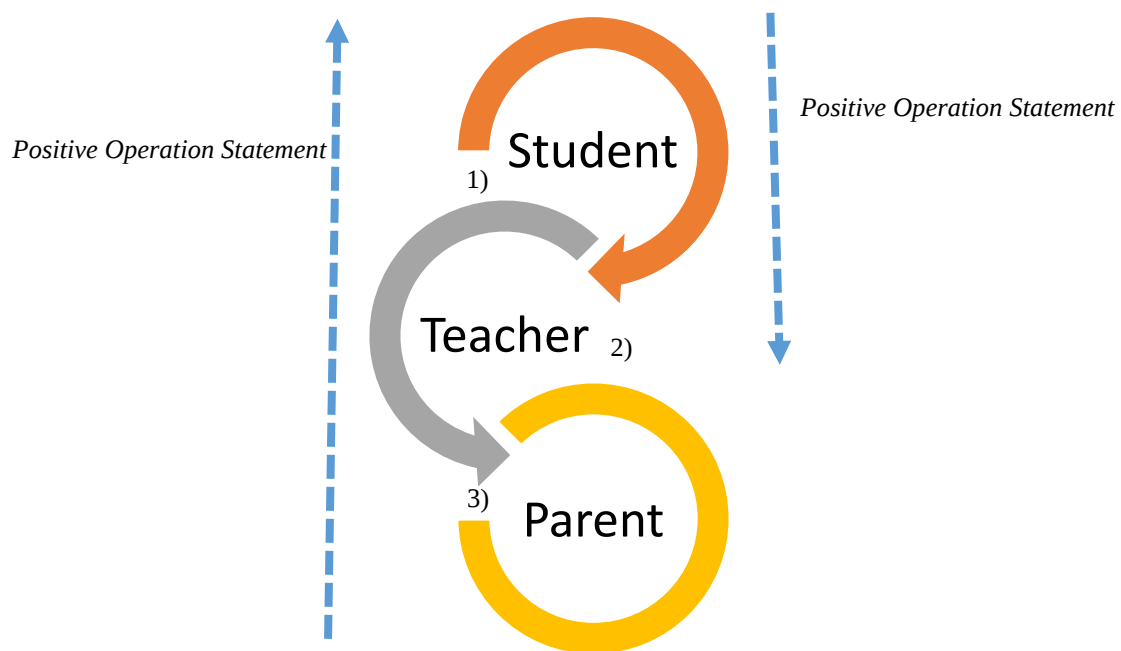


Diagram 4. Responses of Students, Teachers and Parents in the Context of Taruna Dra Zulaeha Middle School Respondents

Based on the reality, the results of the explanation show that the point system has a significant and positive impact on student discipline at Taruna Dra Zulaeha Middle School. Most students feel motivated to behave well because of the point rewards. Students reported that this system made them more aware of the importance of positive behavior patterns and more responsible for their actions in the given context. From interviews and observations, it was found that students felt more appreciated when receiving points for positive behavior. Students also become more aware of the consequences of their actions, both positive and negative. Teachers and school staff noted an increase in student engagement and participation in school activities, as well as a decrease in the number of disciplinary infractions.

The research results show that the point system has a significant impact on student discipline. Of the 20 students interviewed, 80% (16 of 20 students) stated that they felt more motivated to behave well because of the positive points. Student respondents also reported that the system helped them understand the consequences of their behavior. As many as 70% of teachers (7 out of 10 teachers) reported that the points system made it easier for them to manage their classes and increased student engagement. Meanwhile, 80% of parents (4 out of 5 parents) stated that the point system even made their children more disciplined in school activities so that parents felt happy because there were never any calls regarding violations. Observational data supports these findings, showing increased student participation in classroom activities and decreased incidents of disciplinary infractions. Theoretically, the results of this study support operant conditioning theory by showing that positive reinforcement through a points

system is effective in shaping student behavior. Practically, the implementation of the points system can be used as a model for other schools that face disciplinary problems. This shows that the points system not only actively influences student behavior directly but also creates a school culture that is more positive and supportive of learning.

e) Impact on the Learning Climate in Reality

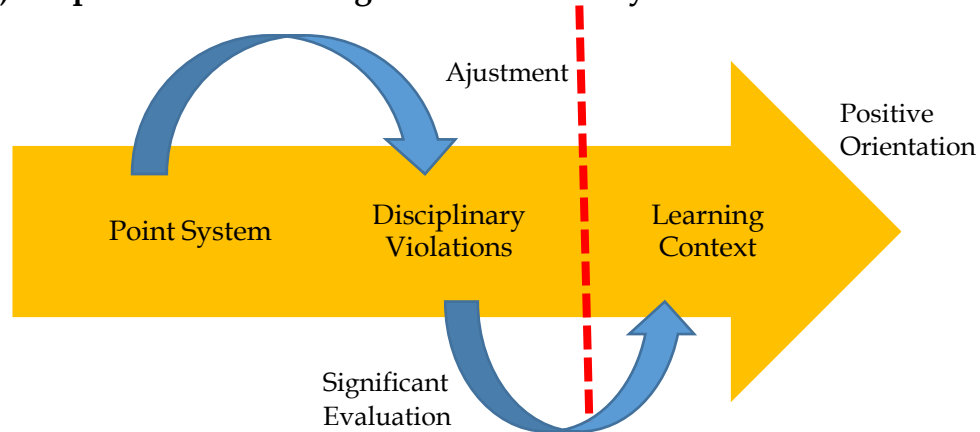


Diagram 5. Impact on Learning Climate in Reality at Taruna Dra Zulaeha Middle School

The implementation of the points system at Taruna Dra Zulaeha Middle School has had a significant impact on the learning climate at the school. One striking change is the increase in student participation in school activities. With a points system that provides incentives for positive behavior, students tend to be more actively involved in various extracurricular activities, class discussions, and group projects. This creates a more dynamic and interactive learning atmosphere, where students feel more motivated to contribute and are actively involved in the learning process. Apart from that, the implementation of the points system also has an impact on reducing cases of violations and incidents of unwanted behavior in schools. Data shows that over time, there has been a decrease in the number of disciplinary violations and cases of rule violations by students. This shows that the point system has been effective in increasing student compliance with school rules and reducing behavior that disrupts the learning process. In this way, the learning environment at Taruna Dra Zulaeha Middle School becomes calmer and more focused, creating conditions that are more conducive to optimal academic achievement.

In addition to the impact on student behavior, the implementation of the points system has also brought improvements in the relationship between students and teachers. Through a points system, teachers can provide more consistent and objective feedback on student behavior, which in turn strengthens trust and mutual respect between both parties. Students feel that the rules applied are more fair and consistent, while teachers feel more supported in enforcing discipline in the classroom. This creates a more harmonious and collaborative relationship between students and teachers, which is an important

foundation for creating a positive and supportive learning climate at Taruna Dra Zulaeha Middle School.

Challenge

The main challenge in implementing a points system in schools or educational institutions is consistency in application and understanding of the rules. Even though the basic concept is simple, namely giving points for positive behavior and sanctions for negative behavior, in reality teachers and school staff often face difficulties in maintaining consistency in giving points or sanctions. (Wali & Umam, 2022). Variations in interpretations of student behavior, personal preferences, and needs can result in unfairness in awarding points, which in turn can reduce student trust in the system. (Aisyah & Munaamma, 2022). Therefore, training and clear guidance for teachers and staff on points awarding criteria and overall system management is essential to overcome these challenges.

Additionally, another challenge is ensuring that all students understand the rules and mechanics of the points system well. Sometimes, students may not fully understand the consequences of their actions or be unaware of how the point system operates as a whole. This can result in non-compliance or even rejection of the system, reducing its effectiveness in creating a conducive learning environment (Shodiq, 2022). Therefore, effective outreach and communication to students about the rules, benefits, and expectations of the point system is very important. By clarifying and strengthening students' understanding of this system, schools or educational institutions can reduce resistance and can significantly improve the concept of participation and the effectiveness of the points system as a whole (Aprizal, 2023).

Opportunity

Implementation of a points system in schools or educational institutions brings significant opportunities in strengthening relationships between students, teachers and school staff. Through a points system, students can feel recognized and rewarded for their positive behavior, which in turn increases positive interactions between students and teachers (Sumarhum, 2023). When students feel that their efforts are recognized and given value, they tend to be more motivated to participate in school activities and behave according to expectations. This creates a more harmonious learning environment and builds trust between students and teachers, which is an important foundation for students' academic and social success.

The points system also provides opportunities for developing student involvement in school activities and decision making (Ni'mah et al., 2021). By giving students the opportunity to contribute to creating rules and designing incentives, they feel a greater responsibility to their school environment. This not only increases direct student engagement, but also creates a stronger sense of ownership of the school and significantly increases motivation to participate in school activities. (Mahmud et al., 2021). Thus, points systems can be an effective tool for strengthening students' engagement in their school life and building inclusive and sustainable school communities.

In addition to strengthening relationships between students and teachers and increasing student engagement, points systems also bring opportunities to develop a more positive and inclusive school culture (Munawwaroh, 2024). By focusing on strengthening positive behavior and building character, this system can help build a school community based on values such as cooperation, responsibility, and mutual respect. (Hidayah, 2024). By strengthening a positive school culture, schools or educational institutions can actually create a strong foundation for better academic achievement, higher student well-being, and better preparation for students to succeed in the future.

CONCLUSION

From the description of the research above, it can be concluded that the pattern of implementing the points system as a student discipline management strategy at Taruna Dra Zulaeha Middle School has a significant positive impact. The point system is effective in motivating students to behave well and take responsibility for their actions, as well as strengthening the relationship between students and teachers. This finding is in line with operant conditioning theory which emphasizes the use of positive reinforcement to shape desired behavior. Through awarding points for positive behavior and deducting points for negative behavior, the points system provides a clear structure and adequate incentives for students to participate in creating a positive and conducive learning environment.

Furthermore, this research also identified several challenges and obstacles in implementing the points system, such as consistency in applying the rules and students' deep understanding of the system. However, with proper training for teachers and staff and intensive outreach to students, this challenge can be overcome effectively. Recommendations for the use of digital technology to record and monitor points in real-time can also help improve consistency and efficiency in implementing the points system. Finally, the conclusions of this research indicate that the points system has great potential to be an effective tool in improving student discipline management and strengthening a positive school culture. With the right support and commitment from all parties involved, the points system can continue to be developed and refined to achieve more optimal results. The results of this research provide a strong basis for other schools to consider implementing a similar system in an effort to improve student discipline management and actually create a conducive and encouraging learning environment.

DAFTAR PUSTAKA

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