

The Role of Teachers in Dealing with Student Behavior Regarding School Rules Violations

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ABSTRACT

The problem in this research is the violations of school rules committed by students and the efforts made by teachers to overcome various violations of these rules. This research was carried out at SMP Negeri 4 Lolofitu Moi with the research objectives: (1) To determine the role of teachers in handling various student behavior regarding violations of school rules. (2) To find out what obstacles teachers have in dealing with student behavior regarding violations of school rules. The subjects in this research were class IX students and all subject teachers. This research uses a qualitative research method with a descriptive approach, where the researcher describes and explains the background of the problem obtained from informants or sources and outlines the conclusions of the research results based on accurate data sources. To ensure the validity of the research data, the author conducted observations and interviews with teachers and students at SMP Negeri 4 Lolofitu Moi. The data will then be processed for further presentation of the data and drawing conclusions from the research results. From the research results, the following conclusions can be drawn: (1) Teachers participate in overcoming violations of school rules. Teachers have a role in preventing and helping students in solving problems faced by students so that problematic students can become better students in accordance with the rules made by the school. (2) Teachers' efforts to overcome various violations of school rules are not only focused on BK (Guidance and Counseling) teachers, in this case teachers are always responsible for forming students' character and morals as well as guiding and directing students so they can behave well. (3) Teachers still experience obstacles in overcoming violations of rules and regulations that occur at school. This is because teachers are afraid to give reprimands because of child protection laws and the emphasis on upholding universal human rights.

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1. INTRODUCTION

School serves as an educational and moral character development arena for students who aim to acquire knowledge, improve themselves, and prepare for societal participation, employment, and the pursuit of future dreams. This educational function should ideally offer a golden opportunity for the younger generation to prepare themselves as best as possible to face the rapidly evolving competitive and knowledge-driven world. However, this golden opportunity is not fully utilized by some students who possess characteristics different

from the majority. This is evident at SMP Negeri 4 Lolofitu Moi, where the lack of moral and character development has resulted in numerous students violating school rules. These rule violations range from minor infractions such as uniform non-compliance and tardiness to more serious offenses like smoking, theft, fights, vandalism of school property, and even resistance against teachers. These misconducts disrupt the learning environment, affecting both students and teachers during the teaching and learning process.

Becker, as cited in Aroma & Suminar (2012), suggests that "essentially, every student has the inclination to break rules in specific situations." This is due to the heterogeneous nature of each student's character. These distinct characteristics and behaviors can pose challenges for teachers in imparting knowledge to individual students (Hanifah et al., 2020). These differences are evident in their interactions and frequent actions, with juvenile delinquency being the most prominent example. The transition to adolescence demands the freedom to explore one's potential, but this freedom should come with guidance and supervision of one's behavior. Irresponsible freedom can harm the individual, their family, and society (Prasanti et al., 2021a). Common school-related delinquent behaviors include: (1) male students growing their hair long, (2) hair coloring, (3) tattooing, (4) smoking, (5) fighting, (6) theft, (7) damaging friends' bicycles/motorcycles, (8) promiscuity, (9) dating, (10) truancy, (11) frequent absenteeism, (12) lack of discipline, (13) disruptive behavior in class, (14) playing video games, (15) vandalizing classrooms and school premises (Asmani, 2012:109). Violations of school rules indicate a lack of student compliance. Various efforts have been made at the school level but are often undervalued and disregarded by students. Schools play a crucial role in instilling and developing Character Education (Nuriyah, 2015). As educators, teachers should not only focus on students' cognitive development but also on their mental and emotional well-being and character development. Sometimes students focus solely on themselves, disregarding their social environment, which can lead to mental stress due to the influence they receive from their surroundings (Konstantinou & Konstantinou, 2021).

In the year 2022 and early 2023, there have been numerous cases that have left teachers overwhelmed in dealing with student behaviors. In addition to undisciplined behavior outside the classroom, students have often engaged in disturbances and even physical fights within the classroom while the teacher is teaching. This is where the role of teachers becomes crucial in educating and guiding students. Besides the teaching process, teachers also play a significant role in shaping students' characters, using learning activities to impart values and ethics (Salsabilah et al., 2021). The role of teachers as educators involves providing support, supervision, guidance, and disciplining students to ensure compliance with school rules and societal norms. Enhancing student discipline is vital for schools, as one of the factors that helps students achieve success in the future is discipline (Elviana et al., 2022). According to Lawa et al. (2019), by instilling a culture of discipline, students' bad habits can be corrected, and they will become independent individuals in the future. Teachers also serve as the representatives and extensions of parents in educating and nurturing their children to become responsible and characterful individuals valuable to society (Prasanti et al., 2021b).

According to (Khasinah, 2017), the role of teachers is essential in controlling and managing the classroom environment, especially during the learning process. In the learning process, teachers can provide guidance to students. Group learning methods are needed to understand the characteristics of each student, allowing teachers to easily control and provide guidance (Saura & Mamaog, 2023). Furthermore, according to (BAVLI & USLU KOCABAŞ, 2022), teachers should be able to create an effective learning environment that fosters communication and collaboration between teachers and students. Additionally, teachers should possess the ability to teach at various levels to adapt to the behavior of students in school. However, this has become a dilemma for teachers in terms of providing guidance, as dealing with the morals and behaviors of today's students is different from dealing with students in the past. This is due to the lack of education and parental attention, which leads to students carrying their behaviors into school. According to (Hendri et al., 2016a), the factors causing rule violations by students in school stemming from the family environment are generally categorized as high, the factors causing rule violations by students in school from the school environment are generally categorized as medium, and the factors causing rule violations by students in school from the community environment are generally categorized as high. Furthermore, according to (Rochaniningsih, 2014), domestic disharmony and negative peer influences are also factors contributing to the deterioration of students' morals and character, making them more stubborn and defiant. According to Maria, in (Wahidin & Hafidz, 2012), an unsupportive family environment is often considered to contribute to delinquency in adolescents. Adolescents raised in an unsupportive family may perceive their homes as unpleasant and engage in behaviors that violate social norms as a way to express their protest to their parents. Moreover, the low ability of students

to filter technological advances and information makes everything they see on the internet an example to be applied in real life, including negative aspects.

Technology is a double-edged sword, providing both benefits and harm to human life depending on how it is used. Technology has a positive impact on human life because of the increased accessibility and dissemination of information. However, the unwise use of the internet has led to a decline in the morals of elementary school students. Behaviors associated with innocence and character have transformed into more adult characteristics prematurely. This is due to the unrestricted access to various information on the internet without age restrictions. The freedom in the virtual world without filters for children needs to be watched. Continuous exposure to adult content through the internet is very likely to lead children to imitate, perceive it as acceptable, and apply it in their social environment (Novia & Rusmana, 2022).

These findings are consistent with the study conducted by (Putra, 2015) on the role of Guidance and Counseling teachers in dealing with adolescent delinquency in schools. The research, conducted in 2015, outlines the types of delinquent behaviors among adolescents related to the lack of filtering of information and technology developments, such as the prevalence of pornography, violence on television, alcoholic beverages, gambling, illegal drugs or narcotics, family disharmony, and other influences significantly affecting behavior and lifestyle, particularly in adolescents deviating from moral principles (virtuous conduct), adopting luxurious lifestyles, and issues related to fashion, which often involve wearing revealing and tight clothing, expensive accessories, excessive makeup, and a fashion trend that deviates from societal norms. These behaviors have become the lifestyle of many adolescents today. The research described several forms of adolescent delinquency, as (Wahidin & Hafidz, 2012) identified: delinquency that causes physical harm to others, such as fighting, rape, and murder; delinquency that causes financial harm, such as vandalism, theft, pickpocketing, and robbery; social delinquency that does not cause physical harm to others, such as prostitution, drug abuse, group activities, and others; and delinquency against authority, such as defying the rules of students, running away from home, or defying parents. The research highlighted the role of guidance and counseling teachers in dealing with delinquency, including preventive, repressive, and curative actions.

In the current digital era, conflicts often arise within the school environment, stemming from the misbehavior of students who frequently do not follow the school rules (Noval et al., 2023). Some conflicts are resolved internally and harmoniously, while others lead to legal enforcement processes. Adolescent delinquency has become a dilemma for educators in determining the appropriate approach to addressing it. In the modern era, child protection laws and human rights are highly regarded (Aditama, 2020). Consequently, many students who do not adhere to the rules seek protection under existing regulations, ultimately resulting in a decline in moral standards. If not addressed promptly, the cycle of creating an excellent generation in the future is at risk of failure. This underscores the crucial role of teachers as educators in making every possible effort to educate and guide problematic students toward enforcing school rules (Firmansyah, 2022). Discrimination against teachers who frequently discipline students often occurs. According to (Affandi, 2016), strict enforcement of school rules places teachers at risk of being reported by parents for punishing their children. However, when a teacher stops guiding and disciplining students, it can be assumed that the teacher has failed to nurture good character and morals in the students.

The research aligns with previous studies, such as the one conducted by Yulfi Hendri, Daharnis, and Nurfarhanah titled "Violations of School Rules by Students and Their Implications for Guidance and Counseling Services" (2014). This research, conducted in SMP N.4 Lintau Buo in 2014, used a descriptive research method to systematically and accurately describe the state of the research object. Significant problems among students include wearing haircuts and hairstyles that do not comply with school standards for male students, leaving the classroom when the subject teacher is absent or arrives late, leaving during class changes, having more than one student request permission, and skipping school. Interviews with guidance and counseling teachers revealed that violations still occur, including students who arrive late, students who enter and leave during class, students with untidy appearances, truancy, smoking on school grounds, and many students who do not attend school without reason. The research concludes that teachers play a role in providing guidance to students so that they are aware of and comply with school rules. Cooperation between guidance and counseling teachers and parents in educating and guiding students is recommended (Hendri et al., 2016b). The purpose of this research is to determine the role of teachers in addressing violations of school rules by students and to identify the barriers that occur in the process of handling violations of school rules. The study aims to understand the causes, consequences, and potential solutions related to student rule violations in SMP Negeri 4 Lolofitu Moi. This is expected to raise students' awareness of the importance of adhering to school rules and to instill good character in students, which will be an asset in their further education.

2. METHOD

This article employs qualitative research methodology with a descriptive approach. According to Bogdan (as cited in Moleong, 2010), "qualitative methodology is defined as a research procedure that generates descriptive data in the form of written or oral words from the people under observation." Descriptive research is intended to provide in-depth data about humans, situations, or other phenomena. According to Adlini et al. (2022), qualitative research is one of the research methods aimed at gaining an understanding of reality through an inductive thinking process. In qualitative research, the researcher conducts objective research activities on the subjective reality being studied. Qualitative research has a descriptive nature and tends to utilize analysis. The emphasis in this type of research is on the process and meaning, with theoretical foundations serving as guides to ensure that the research focus aligns with field facts (Ramdhan, 2021).

In summary, qualitative descriptive research is a research method that generates descriptive data in the form of written or oral facts about observed behaviors, and this research does not involve calculations. Qualitative research prioritizes the process over results. The data collected consist of words, images, and not numbers. Additionally, everything collected has the potential to be a key to what has been researched. Therefore, the research report will contain data quotations to provide an overview of the presentation of the report. Qualitative research aims to gain an in-depth understanding of human and social issues, rather than merely describing the surface aspects of reality as quantitative research with its positivism does. Researchers interpret how subjects derive meaning from their surroundings and how that meaning influences their behavior. Research is conducted in a natural setting, not as a result of treatment or manipulated variables (Fadli, 2021).

In this study, the author used the following data collection methods:

a) Observation Technique

Observation was carried out by directly immersing into the field to systematically observe and record according to observation guidelines. Observation is a data collection method where the researcher records information observed during the research. According to Sutrisno (2004), observation is commonly defined as systematic observation and recording of the phenomena under investigation. In a broader sense, observation is not limited to observations made directly or indirectly. Observations in this research were used to obtain genuine data by observing the behavior of students and teaching-learning activities at SMP Negeri 4 Lolofitu Moi.

b) Interview Technique

An interview is a conversation between individuals, individuals with a specific purpose. The conversation is conducted by two parties: the interviewer who asks questions and the interviewee who answers the questions (Moleong, 2010). According to Arikunto Suharsimi (in Cipta, 2006), an interview is defined as a dialogue conducted by the interviewer to obtain information from the interviewee. This interview process is a social interaction and communication process to obtain clear and in-depth information about various aspects related to the research problem. In data collection, information seekers conduct interviews directly in the form of a series of questions and answers to teachers and students at SMP Negeri 4 Lolofitu Moi.

Data analysis in qualitative research is performed during data collection and after the data collection is completed within a certain period. According to Sarosa (2021), there are four stages in qualitative data analysis:

1. Data Collection

The first step in the data analysis process is data collection. Data in this research were obtained from observations, interviews, literature reviews, and documentation recorded in field notes, which consisted of two aspects: description and reflection. Descriptive notes are natural data containing what the researcher saw, heard, felt, and experienced without the researcher's opinions and interpretations of the phenomena encountered. Reflection notes include impressions, comments, and interpretations of the researcher on the findings encountered. Field notes from observations were prepared in as much detail as possible by the author. In this study, field notes were used to provide explanations about student activities in school and the types of school regulation violations they committed.

2. Data Reduction

After data collection, the second step in the data analysis process is data reduction. Data reduction involves selection, focus, simplification, and abstraction. Data reduction is done through selection, summarization, or making short descriptions. It classifies into patterns by creating research transcripts to highlight, shorten, and focus. Remove parts that are unnecessary or irrelevant to the research, resulting in data related to the role of teachers in handling student behavior.

3. Data Presentation

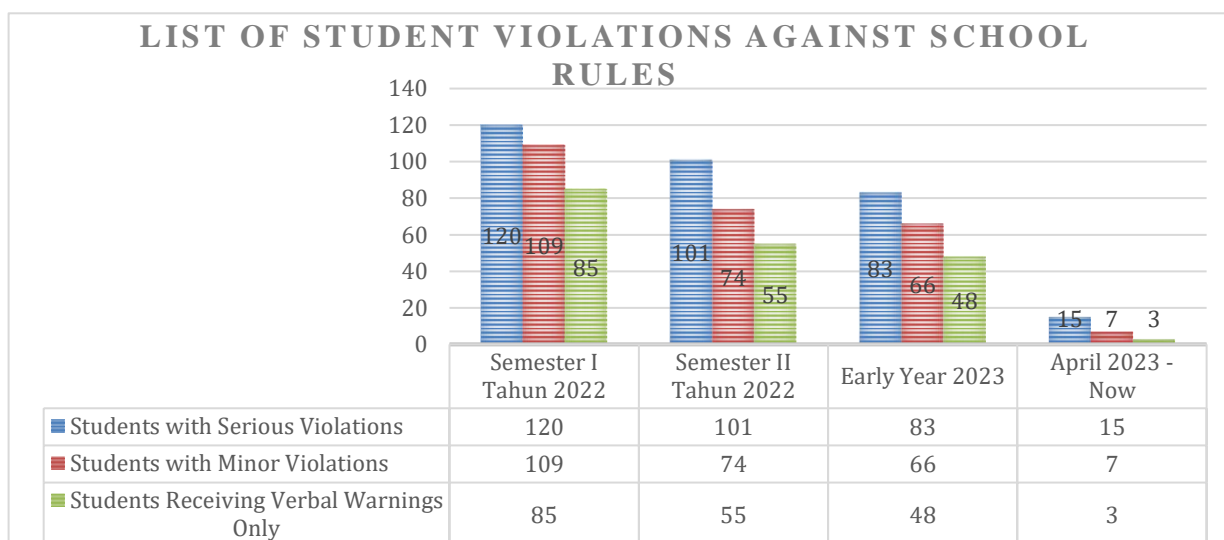
After the reduction process, the next step is data presentation. Data presentation is a collection of organized information that enables drawing conclusions and taking action. Data presentation in this research is done according to what has been studied, making it easy to interpret data related to the role of teachers in handling student behavior regarding school regulations.

4. Drawing Conclusions

After the data presentation process, the next step is drawing conclusions. Drawing conclusions is an effort to find or understand meaning, regularities, patterns of explanation, cause-and-effect relationships. The conclusions drawn in this research are immediately verified by reviewing and questioning while looking at existing field notes, with the aim of gaining a more accurate understanding. The process of drawing conclusions is a process that requires careful consideration, and researchers must be more careful and thorough in drawing conclusions. Searching and finding data obtained from the environment around it will strengthen the conclusions to be drawn. This is done to ensure that the data obtained and the interpretation of that data are valid, resulting in strong conclusions.

3. RESULTS AND DISCUSSIONS

Based on the research conducted, it is evident that teachers play a significant role in educating and nurturing students' character, leading them to become obedient and disciplined individuals. Through observations and interviews, it has been found that the actions taken by teachers have a positive impact on the moral and character development of students. This is demonstrated by the decrease in school rule violations following the implementation of preventive and punitive measures for students who breach these rules. This information is presented in the following graph:



Data Source: Student Affairs and Administration of SMP Negeri 4 Lolofitu Moi in May 2023

In the graph above, the number of student violations in 2022 was notably high due to the absence of effective guidance methods by the teachers. Teachers primarily issued warnings during morning assemblies or ceremonies. Emphasis and actions were insufficient to address the misbehavior of students, as there were no efforts from the school to collaborate with parents and the community to provide guidance. However, from the beginning of 2023 to the present, there has been a visible decline in the violation rate due to the effective mentoring methods employed by the teachers.

Based on the gathered research data, it can be concluded that students in grade IX, or ninth grade, are adolescents with emotional volatility and a lack of self-control. This condition may lead them astray in their quest for self-identity if not guided and nurtured with appropriate measures. In fulfilling this role, a teacher must exhibit maturity and wisdom in handling each student's issues, especially when a student's misconduct exceeds the bounds of reasonableness.

3.1 The Role of Teachers in Minimizing School Discipline Violations

From the research conducted, there are several important steps in enhancing the role of teachers in addressing students who frequently violate school rules, as mentioned by (Hermanto & Sormin, 2023). The role of teachers in addressing student misconduct can be divided into three stages: preventive actions, repressive actions, and curative actions. In preventive actions, teachers guide and direct students toward good behavior. In repressive actions, sanctions or penalties are imposed on students who violate the rules. In curative actions, follow-up actions are taken by teachers, and communication between the school and students' parents is established. These steps have been implemented at SMP Negeri 4 Lolofitu Moi, resulting in a positive impact on reducing the level of school rule violations from April 2023 until the time of this research. This indicates that teachers are genuinely implementing these steps.

1. Preventive Actions

Preventive actions are measures taken to prevent violations before they occur. This means that teachers, as educators, are essential in providing guidance in the form of socializing school rules and explaining the consequences of violations. The aim is to prevent future rule violations. In this method, it is advisable for teachers to provide practical examples of the implementation to one of the students who previously violated the rules so that all students can comply with these rules. Although this socialization has already been explained when students first enroll in school, it does not hurt to reiterate these rules during the teaching process to instill discipline and order in students.

2. Repressive Actions

Repressive actions involve control and handling after a violation has occurred. This means that the role of teachers is needed to provide guidance, direction, and interventions for students who violate the rules, with the goal of preventing future violations. In this method, teachers are required to be persuasive and coercive, meaning they should be guiding and firm but not excessively harsh. To be more effective and efficient, teachers should:

- Raise awareness among students who violate the rules through guidance and counseling. Sometimes, current students may not be familiar with direct disciplinary measures, especially physical or social punishments, as these can lead to resistance and potential repeated violations. Direct punishment applied to students who violate the rules can also result in emotional stress for the disciplining teacher and may lead to harsh actions, potentially harming the students' well-being. This can be prevented through effective guidance to make students aware of the disruption caused by their behavior. Such guidance can instill self-awareness in students, making them less likely to repeat violations of the school rules.
- Implement guidance and counseling services for students who frequently violate the rules. This action is very effective in uncovering deeper issues underlying students' misconduct. Often, the disobedient and disorderly behavior of students reflects the challenges they face in their daily lives, such as at home, in the community, or among their peers. It cannot be denied that adolescents tend to face pressure and aggression from their surroundings, which ultimately weakens their mental resilience due to unexpressed emotions. Counseling aims to motivate students, change their perspectives, and mold their behavior positively. In addition, any teacher can provide guidance and counseling services to their students as long as they are competent. Traditionally, guidance and counseling services have been primarily the responsibility of designated counseling teams or teachers, which has often led to a lack of innovation and limited student engagement, resulting in less effective results.
- Supervise students who have been guided and mentored through counseling. This action can be taken by any teacher who is familiar with the character of the students. It involves direct monitoring of their actions, allowing the teacher to address, reprimand, and deter them from continuing to violate rules. As a result, the teacher's actions generate fear and apprehension in students who have violated rules. This method does require extra effort and attention from teachers because if teachers do not pay attention to their students, any school rules will not be followed by those students.
- Imposing sanctions on students who violate school rules is necessary to create a deterrent effect for students who are undisciplined and do not follow rules. In controlling and addressing violations of school rules, some students may be resistant to disciplinary actions. In such cases, teachers should apply strong sanctions to guide them. Teachers should be wise and competent in giving sanctions to students who

violate the rules. Sometimes, this leads to discussions and even legal cases due to teachers being too harsh in their sanctions, which may lead to objections from the students' families or legal authorities. This is further emphasized by the enforcement of child protection laws and human rights laws, which often blame teachers for excessive and arbitrary actions, even if they are within the scope of disciplinary punishment. Therefore, teachers can innovate in educating and guiding their students. Every sanction does not have to lead to physical actions, especially those that may harm the students' mental well-being. When giving sanctions, teachers can adjust them according to the type of violation, ranging from light sanctions, such as grade deductions, classroom removal, or cleaning rooms, to contacting parents to inform them of the students' violations. Heavy sanctions can include temporary suspension or expulsion or returning the students to their parents as evidence of the teacher's strict enforcement of school rules.

- Provide appreciation and recognition to students who consistently follow school rules. This step is a continuation of the guidance that teachers can offer to their students. Students who receive recognition are those who adhere to the school's code of conduct. This activity can be held during school events or as a special monthly activity. Appreciation for students can come in various forms, including rewards, certificates, grade improvement, and other forms of recognition. The purpose of this activity is to use rewards and punishments to motivate students to abide by school rules, ultimately reducing the number of violations committed by students. This is supported by the statement that teachers also serve as motivators to provide rewards and punishments to motivate students to develop a sense of responsibility for discipline and as an appreciation in shaping students' discipline in school.

3. Curative Actions

Curative actions aim to prevent and foster awareness of discipline and rule compliance among students in the future. The role of teachers in this action involves collaboration with students' parents and may even involve cooperation with relevant parties such as the police, local government, and the church. The purpose of this is to monitor all forms of student activities to prevent misconduct and even criminal behavior. These actions also aim to provide progressive guidance to students through various school activities, such as spiritual services, the promotion of drug prevention, maintaining public order and tranquility, and emphasizing the importance of law enforcement.

3.2 Challenges and Obstacles

In their role of guiding and educating students, especially in reducing and addressing violations of school regulations, teachers inevitably encounter challenges and obstacles. These challenges also affect a teacher's readiness to take action against students who break the rules. Some of the obstacles encountered include:

- Lack of awareness among students in adhering to school rules, often due to inconsistent enforcement and monitoring by teachers. This tends to lead to students disregarding rules and being more inclined to commit violations.
- The presence of students with defiant character traits who are difficult to manage, frequently found among ninth-grade students who might display overconfidence as they are about to graduate and move on to higher education. Character issues can also be identified by guidance counselors, indicating that some students' misbehavior is linked to family problems. Children should ideally receive attention and affection from both parents, but this is not always the case, and harsh treatment by parents can cause emotional stress in students, which in turn affects their behavior, particularly in their roles as students. Students with challenging personalities may also be influenced by unpleasant experiences in their social environments. This demonstrates that a child's upbringing in a healthy environment can significantly impact their character development, which is not the case for defiant individuals. Teachers face difficulties in handling students with such characteristics, and in severe cases, some students may even rebel against their teachers, making false accusations and distorting facts by reporting to their relatives and closest acquaintances. This poses a dilemma for teachers in managing and disciplining students who violate school rules.
- Limited involvement of parents in child-rearing and education, as well as a lack of sensitivity to children's needs within the family. This frequently occurs when both parents are busy working outside the home, requiring them to return home late in the afternoon or evening. Consequently, there is very little time available to evaluate, guide, and educate their children. Consequently, children are left to their own devices from an early age, without supervision or guidance, increasing the likelihood that they will be

influenced when exposed to unfavorable social environments. Teachers are also concerned about the absence of parental involvement in the process of shaping students' character because it has a direct impact on the continuity of the guidance and education provided in schools. The fear is that if there is a misunderstanding between a student and a teacher when enforcing school rules, the blame and demands from parents will be directed towards the teacher. Ideally, parents should play a significant role in educating and nurturing their children to develop good character.

- The existence of increasingly stringent legal regulations that prioritize child protection and the enforcement of human rights indirectly affects teachers' actions in guiding and educating students. This poses a dilemma for teachers when it comes to imposing strict sanctions and appropriate punishments.
- The lack of standardized use of CCTV in schools to monitor and supervise the actions of every student, both inside and outside the classroom, is another obstacle. The absence of surveillance equipment has led many students to discreetly engage in undesirable activities in hidden areas, such as the school's backyards.
- The increasing rate of criminal activities due to a lack of filtering regarding technological advancements tends to tempt students to experiment with new and illegal activities. A negative environment can breed individuals with negative character traits, which also applies to students who are easily influenced by their surroundings. This presents a challenge for teachers in enhancing their roles by collaborating with the local community and relevant institutions to provide information related to the impact of technological advancements. This equips students with knowledge and mental preparedness to face such situations.

4. CONCLUSION

In conclusion, this study has unveiled the intricate dynamics of student rule violations in SMP Negeri 4 Lolofitu Moi, highlighting their root causes, repercussions, and potential remedies. Above all, it has underscored the indispensable role of teachers in molding students' behavior and in addressing rule infractions. The findings emphasize that, as professional educators, teachers are not only tasked with disseminating knowledge but also with shaping the moral compass of their students. Undesirable behavior exhibited by students needs to be nurtured and guided by teachers to control and prevent violations of such behavior, thereby preventing issues that could be detrimental. Teachers, as professional educators, play a crucial role in transforming students with poor character into better individuals by implementing preventive and repressive measures. Preventive actions focus on teachers' efforts to prevent violations of school regulations through socializing the importance of adhering to the school's code of conduct. On the other hand, repressive actions involve persuasive and coercive efforts, addressing misconduct after it occurs through guidance, counseling, supervision, the application of sanctions or punishments, and appreciation.

These efforts are highly effective when undertaken by a teacher, especially considering the modern approach to student guidance, which differs significantly from earlier times. Emphasis is placed on compliance with legislation regarding child protection and human rights enforcement. As a result, strict disciplinary actions taken by teachers against students can be categorized as legal violations with resolutions heading towards legal domains.

Efficiency in repressive efforts through guidance and counseling does not necessarily have to be conducted solely by guidance and counseling staff. Any teacher can take these measures without waiting for an assigned team to do so. This approach ensures that the process of addressing and rectifying violations is swift and effective, preventing further disturbances that may arise from prolonged handling and enforcement processes.

In fulfilling their role as professional educators, teachers often encounter challenges, especially in addressing students who violate rules. They frequently face unconventional behavior from students and may even experience pressure from the families or acquaintances of these students. However, no one can replace this role other than the teacher. Teachers are educators capable of shaping the character of students, transforming them into better individuals for the future, and creating an outstanding generation that will contribute to the nation.

4.2 RECOMMENDATIONS

In the effort to create an excellent and well-characterized generation in the future and for the advancement of future research, several recommendations are provided, which are useful for relevant stakeholders and readers of this research:

1. Seminars or training should be conducted for new teachers or aspiring teachers to address educational controversies, including character development among diverse students. This is essential given the current technological advances, which have the potential to influence all aspects of human life, including behavior.
2. The culture of reading should be instilled in all students through the establishment of extensive school libraries that are accessible to all. This mandatory library visitation for all students will automatically expand their horizons and indirectly steer them away from conflicts or violations in the school environment.
3. Appreciation programs for obedient students should be continuously enhanced. Through these activities, students will strive to uphold and comply with the school's rules. Middle school students who are transitioning from adolescence to adulthood often crave attention and understanding. School attention provided through awards can boost their confidence, encouraging continued good behavior and indirectly improving their learning quality.
4. The existence of a student behavior record book, which the teacher updates monthly for each student, should be implemented. Subsequently, this book should be handed over to the students' parents or guardians, who will sign it. This way, the teacher will have evidence of student disciplinary efforts. Furthermore, the recorded student behavior in this book will influence the assessment of student behavior included in the students' report cards every semester.
5. Schools should intensify extracurricular activities and student council (OSIS) events that are beneficial. These activities can involve all students. Thus, students can develop their talents and skills, indirectly keeping them away from undesirable actions.
6. The organization of spiritual activities in schools or religious meetings (KKR) should be held frequently. In addition to knowledge-building, strengthening the soul through strong faith should also be instilled in students to prevent actions that could be harmful to themselves and others.
7. Schools can collaborate with the local community, the environment, and even organizations or institutions that provide character socialization to students. These organizations and institutions can offer motivation and knowledge related to the rapid advances in technology and science.
8. There should be a student guidance organization that includes teachers, parents, and relevant institutions. This organization differs from school committee organizations or school counseling services because it directly provides guidance to students who violate school rules. It can be directly supervised by parents and other relevant institutions, ensuring that problem solutions do not originate from a single source.

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