



Enhancing Students' Character Development through a Point-Based Violation System

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ABSTRACT

This study aims to analyze the effectiveness of a point-based violation system in fostering students' character development at SMAN 7 Luwu Timur. The primary purpose is to examine how structured disciplinary measures shape student behavior, enhance responsibility, and promote ethical values within the school environment. A qualitative research method was employed, utilizing observations, structured interviews with teachers and students, and document analysis. The data were collected over an academic year to assess changes in student behavior and disciplinary trends. Findings reveal that the point-based system positively influences student discipline and moral growth. Teachers report a significant decline in behavioral infractions and an improvement in students' awareness of ethical conduct. The system fosters accountability and self-regulation, encouraging students to take responsibility for their actions. However, challenges persist, particularly in ensuring consistent enforcement and securing parental involvement. Variations in disciplinary application sometimes undermine effectiveness, highlighting the need for comprehensive teacher training and structured implementation guidelines. The study implies that a well-structured point-based violation system can be an effective character education tool when integrated with a supportive and fair disciplinary framework. Future research should explore long-term behavioral impacts and adaptations across diverse educational settings for better sustainability and effectiveness. Policymakers and educators must collaborate to refine disciplinary approaches to balance strict enforcement with character-building strategies.

INTRODUCTION

Character education is a fundamental aspect of student development, influencing moral conduct, responsibility, and overall behavior (Birhan et al., 2021; Hidayati et al., 2020; Taufik, 2020). Schools face challenges in implementing effective disciplinary systems that do more than penalize students (Mohammadi et al., 2021; Perrella et al., 2024; Wang et al., 2020). Instead, these systems should contribute to their moral and ethical growth (Førland & Roxå, 2024; Iqbal, 2021). A point-based violation system is one such approach, designed not only to deter misconduct but also to instill accountability and self-regulation among students (Chitsamatanga & Rembe, 2020; Ginting et al., 2023; Rozy & Purnama, 2022; Sitompul et al., 2022). The theoretical foundation of this study lies in behavioral

reinforcement theories, which suggest that positive and negative structured consequences shape individual behavior over time ([Critchfield & Miller, 2017](#); [J.-A. Li et al., 2020](#); [Olson & Ramirez, 2020](#)).

Disciplinary issues remain a persistent challenge in many educational institutions. Students often exhibit behaviors that conflict with school rules and ethical standards, ranging from minor infractions to more severe violations ([Golann & Torres, 2020](#); [Hogan & O’Flaherty, 2022](#); [Huang & Anyon, 2020](#); [Perrella et al., 2024](#)). Traditional punitive approaches, such as detention and suspension, have been criticized for their limited effectiveness in fostering long-term behavioral improvements ([Chang et al., 2022](#); [Farley, 2020](#); [Tapingkae et al., 2020](#)). Instead, character education approaches integrating structured disciplinary measures are increasingly recommended ([Dewi & A. Aminullah Alam, 2020](#); [Lian et al., 2020](#); [Putra et al., 2021](#)). Theoretical perspectives on behavioral reinforcement highlight the importance of immediate and consistent feedback in shaping behavior ([Hardy & McLeod, 2020](#); [Skinner, 2014](#); [Yun & Park, 2020](#)). For instance, Skinner’s operant conditioning theory suggests that positive reinforcement strengthens desirable behaviors, while negative reinforcement discourages unwanted behaviors ([Skinner, 2014](#); [Szabo et al., 2020](#)). In this context, a point-based violation system is a structured and transparent mechanism to promote student self-regulation.

Recent studies have explored various disciplinary methods in schools. [Rozy & Purnama \(2022\)](#) examined the implementation of a point-based violation system in Tana Toraja, highlighting its role in reducing infractions and improving student discipline. Similarly, [Førland & Roxå \(2024\)](#) found that a structured point system helped reinforce positive student behavior when combined with appropriate rewards. However, existing studies often focus on compliance rather than character development, overlooking the broader impact on students’ ethical and moral reasoning. Furthermore, [Hogan & O’Flaherty \(2022\)](#) emphasized the importance of integrating disciplinary measures with educational goals, yet empirical research on the long-term impact remains limited. In addition, studies conducted by [Iqbal \(2021\)](#) on policy implementation of point-based disciplinary systems revealed that while schools adopt such systems to maintain order, inconsistencies in enforcement reduce their effectiveness. Furthermore, student perceptions of these systems remain underexplored, making assessing their overall impact on character development difficult.

Despite extensive research on school discipline, gaps persist in understanding how structured point-based systems contribute to long-term character formation. While prior studies demonstrate that these systems reduce infractions, little attention has been paid to their role in fostering self-discipline and ethical decision-making. Additionally, inconsistencies in the application of point-based systems across different educational institutions indicate a need for standardized guidelines. Moreover, research often fails to explore how students perceive these disciplinary measures. Are students internalizing the ethical lessons embedded in such systems, or are they merely complying to avoid penalties? Addressing these questions is essential for refining disciplinary approaches in educational settings.

This study introduces a novel perspective by positioning the point-based violation system not just as a disciplinary tool but as an integral part of a comprehensive character education strategy, offering recommendations for refining its implementation in diverse educational settings. The study aims to bridge the gap between disciplinary enforcement and ethical development in schools by examining implementation practices and student responses. Furthermore, this research contributes to the field by providing empirical evidence on the effectiveness of structured disciplinary measures in shaping moral conduct. The findings will assist educators and policymakers in designing fair and effective disciplinary policies that foster discipline and ethical reasoning among students.

The results of this study are expected to guide future policy decisions on disciplinary measures in schools. By integrating structured behavioral reinforcement with ethical education, schools can foster a learning environment where students internalize positive values rather than merely comply with rules. This approach ensures that discipline is not just a reactive measure but a proactive tool for character development.

METHODS

This study employs a qualitative research approach ([Leavy, 2022](#)), using a case study design to explore implementing a point-based violation system in character education. The case study method allows for an in-depth examination of school disciplinary practices and their impact on students’

character development. Participants include school administrators, teachers, and SMAN 7 Luwu Timur students. A purposive sampling method was used to select individuals directly involved in the implementation and experience of the point-based violation system (Campbell et al., 2020). The sample includes ten teachers, five administrators, and twenty students across different grade levels.

Data collection instruments include structured interview guides, observation checklists, and document analysis protocols. The interview guides contain open-ended questions to capture participants' perceptions and experiences regarding the system. Observations focus on student behavior and teacher enforcement practices, while document analysis examines disciplinary records and policy documents.

Data were collected over an academic year through semi-structured interviews, classroom and school observations, and a review of student disciplinary records. Interviews were recorded and transcribed for accuracy. Observations were conducted in classrooms and common areas to assess students' adherence to school rules. Policy documents and disciplinary logs were analyzed to track trends and changes in behavior over time.

A thematic analysis approach was used to interpret qualitative data. Thematic coding was applied to categorize responses into key themes related to system implementation, behavioral outcomes, and challenges. Triangulation was employed by comparing findings from different data sources to enhance validity and reliability. Emerging patterns were analyzed to provide insights into the effectiveness of the point-based violation system in character education.

RESULTS

Implementation of the Point-Based Violation System in Character Education

The findings reveal that implementing the point-based violation system at SMAN 7 Luwu Timur follows a structured approach involving predefined infractions and corresponding point deductions. The system is integrated into the school's disciplinary framework, wherein students accumulate points for violations, leading to escalating consequences such as warnings, parental involvement, and behavioral counseling.

Observations indicate that teachers play a central role in enforcing the system, ensuring students understand the correlation between actions and consequences. Interviews with educators suggest transparency and consistency are key factors in the system's effectiveness. Most teachers believe that the structured nature of the system aids in fostering accountability and self-discipline among students.

Teachers and students acknowledge the system's role in promoting awareness of behavioral expectations. Many respondents reported that knowing the potential consequences of violations encouraged them to modify their behavior. One teacher shared:

"We have seen a noticeable difference in student behavior. The clear guidelines and structured consequences help students understand what is expected of them."

Similarly, a student expressed:

"At first, I felt that the system was too strict, but over time, I realized it helps me stay accountable. Now, I think twice before breaking the rules."

Students acknowledge the system's role in promoting awareness of behavioral expectations. Many respondents reported that knowing the potential consequences of violations encouraged them to modify their behavior. However, some students perceived the system as punitive rather than educational, suggesting a need for integrating positive reinforcement mechanisms alongside penalties.

Document analysis of disciplinary records demonstrates a decline in the frequency of infractions over time. Compared to previous years, major disciplinary violations have decreased significantly, supporting the hypothesis that structured enforcement contributes to improved student conduct. However, challenges such as inconsistencies in enforcement among teachers and variations in disciplinary responses were identified, necessitating additional teacher training and standardized implementation guidelines.

Observed Behavioral Changes Resulting from the Application of the System

The data indicate significant behavioral improvements among students following the implementation of the point-based violation system. The most notable change observed was increased

student accountability, with many students demonstrating more awareness of their actions and a greater willingness to adhere to school rules.

Teachers reported a reduction in repeated offenses as students became more conscious of accumulating violation points and the potential consequences. One teacher noted:

"Compared to previous years, we now see fewer students engaging in repeated violations. Many students are now making a greater effort to follow the rules."

Similarly, a school administrator stated:

"The overall school atmosphere has improved. Students are more disciplined, and teachers face fewer disruptions in the classroom."

Students themselves acknowledged the impact of the system on their behavior. One student commented:

"At first, I thought it was unfair, but after receiving a few warnings, I started to understand that it was for my good. Now, I try to be more responsible."

Another student remarked:

"I used to take school rules lightly, but now I think more carefully before doing something that might get me in trouble."

Observational data further support these claims. Instances of classroom disturbances, tardiness, and minor infractions such as not wearing the proper uniform were significantly reduced compared to prior academic years. Moreover, peer influence played a role in encouraging compliance, as students who previously ignored rules started influencing their friends to do the same to avoid accumulating violation points.

Despite these improvements, some students still perceived the system as overly punitive rather than developmental. A few expressed concerns that focusing on penalties rather than positive reinforcement made them feel more pressured than motivated. To address this issue, some teachers suggested incorporating reward-based incentives to balance the discipline-focused approach, reinforcing positive behavior rather than solely discouraging negative conduct. The point-based violation system led to noticeable improvements in student behavior, fostering a sense of accountability and discipline. However, balancing the system with positive reinforcement measures may further enhance its effectiveness and ensure students internalize ethical values beyond mere rule compliance.

Challenges Hindering the Effective Execution of the System

Several challenges hinder its optimal implementation, but the point-based violation system has positively affected student behavior. The most commonly reported challenge is inconsistency in enforcement among teachers. Some teachers strictly adhere to the system, while others are more lenient, leading to discrepancies in discipline application. One teacher remarked:

"Some teachers enforce the system rigorously, while others ignore minor infractions. This inconsistency makes it harder for students to take the system seriously."

Another challenge is perceiving the system as overly punitive rather than educational. Some students feel that the emphasis on negative consequences outweighs the potential for learning from mistakes. A student stated:

"It sometimes feels like we're just getting punished without being taught why our actions are wrong."

It suggests a more balanced approach that includes penalties and restorative practices.

Parental involvement also emerged as a significant challenge. Some parents do not fully understand the system and perceive it as excessively strict. School administrators noted the difficulty in engaging parents in discussions about their child's behavior, as some parents view disciplinary measures as unfair. One school official shared:

"We have had cases where parents challenge the disciplinary measures, believing their children are being targeted unfairly."

Bridging the school and parent gap through better communication and education about the system may help mitigate this issue. Furthermore, some students attempt to manipulate the system by finding loopholes or downplaying their actions. A school counselor observed:

"Some students try to game the system by minimizing their infractions to avoid consequences rather than genuinely improving their behavior."

Addressing such tactics requires continuous monitoring and adaptation of the system to ensure fairness and effectiveness. While the point-based violation system has contributed to improved discipline, its effectiveness is hindered by inconsistencies in enforcement, student and parent perceptions, and attempts to circumvent rules. Strengthening teacher training, increasing parental awareness, and incorporating educational components alongside disciplinary measures could enhance the system's overall impact on character development.

DISCUSSION

Implementation of the Point-Based Violation System in Character Education

Implementing the point-based violation system at SMAN 7 Luwu Timur aligns with existing literature on structured disciplinary measures. Prior research suggests that transparent and consistent enforcement of disciplinary policies is essential for fostering a culture of accountability and responsibility among students ([Aningsih et al., 2022](#); [Egeberg et al., 2021](#)). This study's findings confirm that the structured nature of the system contributes to improved student self-regulation and discipline.

One of the key factors in this system's effectiveness is the teachers' active role in implementation. Studies indicate that when educators consistently enforce disciplinary policies, students are more likely to respect and adhere to school rules ([Bell, 2020](#); [Golann & Torres, 2020](#); [Ibrahim & El Zataari, 2020](#)). Observations and interviews with teachers at SMAN 7 Luwu Timur support this, as they emphasized the importance of clear guidelines and structured consequences in reinforcing appropriate behavior. However, inconsistencies in enforcement were identified as a challenge, which aligns with the concerns raised by previous studies regarding the variability in teacher commitment to discipline policies ([Golann & Torres, 2020](#); [Sorensen et al., 2022](#); [Toropova et al., 2021](#)).

Student responses further highlight the system's role in behavioral awareness. Many students reported modifying their behavior to avoid accumulating violation points, reinforcing the behavioral theory that immediate consequences shape long-term habits ([Gardner et al., 2023](#); [Skinner, 1957](#); [Wood et al., 2022](#)). However, some students viewed the system as punitive rather than developmental, suggesting that additional emphasis on its educational aspects is necessary. Incorporating positive reinforcement alongside punitive measures could further enhance its impact, as research indicates that a balance of rewards and consequences is more effective in behavior modification ([Golann & Torres, 2020](#); [Sorensen et al., 2022](#); [Sorrell et al., 2020](#)).

Additionally, the decline in disciplinary infractions, as evidenced by document analysis, demonstrates the system's effectiveness in maintaining order and fostering discipline. This finding supports studies highlighting the significance of structured accountability systems in improving school climates ([He et al., 2022](#); [Mailool et al., 2020](#); [Paletta et al., 2020](#)). However, ensuring standardized implementation remains crucial to maximizing the system's potential. Teacher training programs and workshops on maintaining consistency in enforcement could mitigate inconsistencies and enhance overall effectiveness.

The point-based violation system at SMAN 7 Luwu Timur is a structured and transparent tool for character education. While it has fostered discipline and accountability, integrating positive reinforcement strategies and addressing enforcement inconsistencies could enhance its impact. Future research could explore the long-term behavioral outcomes of students subjected to such disciplinary frameworks, ensuring that character development extends beyond compliance into ethical reasoning and decision-making.

Observed Behavioral Changes Resulting from the Application of the System

The observed behavioral changes among students following the point-based violation system's implementation suggest that the system's structured nature contributes to fostering responsibility and accountability. Prior research indicates that well-defined disciplinary measures encourage students to develop self-discipline and improve overall behavior ([Fitzgerald et al., 2023](#); [J. Bin Li et al., 2021](#); [Mbaluka et al., 2021](#)). Findings from this study confirm that students became more conscious of their actions and demonstrated a greater willingness to adhere to school rules.

A key behavioral change identified was the reduction in repeated infractions. Teachers reported that many students modified their behavior after experiencing the consequences outlined in the point system. It supports the theory that immediate and consistent feedback is crucial in shaping student

conduct ([Manolev et al., 2019](#); [Skinner, 1957](#); [Tay et al., 2021](#)). One teacher noted, “Compared to previous years, we now see fewer students engaging in repeated violations. Many students are now making a greater effort to follow the rules.” It aligns with previous findings emphasizing that structured reinforcement mechanisms enhance student compliance ([Datnow et al., 2020](#); [Manolev et al., 2019](#)).

Students themselves acknowledged the impact of the system. Many reported that their awareness of potential consequences made them more cautious about their behavior. One student commented, “At first, I thought it was unfair, but after receiving a few warnings, I started to understand that it was for my good. Now, I try to be more responsible.” This finding highlights how behavioral reinforcement strategies influence long-term student character development ([Baehaqi & Murdiono, 2020](#); [Kurniawati & Sobry, 2024](#); [Yuliana & Eliasa, 2023](#)).

Observational data further reinforce these findings, showing a decline in classroom disturbances, tardiness, and minor infractions such as improper uniform use. Peer influence also contributed to behavioral improvements, as students encouraged each other to comply with school rules to avoid accumulating violation points. It is consistent with social learning theories, which suggest that individuals modify their behavior based on interactions with peers and external reinforcement mechanisms ([Chuang, 2021](#); [Mahmudin et al., 2024](#); [Rumjaun & Narod, 2020](#); [Shadmanfaat et al., 2020](#)).

Despite these positive outcomes, some students perceived the system as overly punitive rather than educational. A few expressed concerns that the emphasis on penalties overshadowed opportunities for positive reinforcement. To address this concern, integrating reward-based incentives, such as recognition for consistently following rules, could enhance student motivation and foster intrinsic character development ([Parsazadeh et al., 2020](#); [Soo & Lee, 2022](#)). Teachers suggested incorporating mentorship programs alongside the violation system could provide students additional guidance and support in ethical decision-making.

The findings indicate that the point-based violation system has successfully instilled student discipline and accountability. However, balancing punitive measures with positive reinforcement strategies may enhance its effectiveness. Future research should explore additional mechanisms to ensure students internalize ethical values beyond mere compliance with disciplinary rules.

Challenges Hindering the Effective Execution of the System

Despite its positive impact, several challenges hinder the full effectiveness of the point-based violation system. One of the most significant challenges is inconsistency in enforcement among teachers. Some educators strictly adhere to the system, while others are more lenient, leading to discrepancies in disciplinary actions. This inconsistency reduces the perceived fairness and credibility of the system among students. Research by [Mahmudin et al. \(2024\)](#) suggests that consistent enforcement is essential for discipline policies to be effective, reinforcing the need for standardized teacher training to ensure uniform implementation.

Another key challenge is the perception of the system as overly punitive. Some students feel that focusing on violations and penalties does not allow room for personal growth and learning from mistakes. One student shared, “It sometimes feels like we’re just being punished rather than taught how to improve.” To address this, educators have suggested integrating restorative justice approaches alongside the point system, such as reflective sessions or peer mediation, which have been shown to enhance student accountability and ethical development.

Parental involvement also remains a hurdle. While the system relies on collaboration between school authorities and parents, some parents resist disciplinary measures, perceiving them as unfairly harsh. A school administrator commented, “There are cases where parents challenge the school’s decisions, making enforcement difficult.” Strengthening communication between educators and parents through regular meetings or informational sessions could foster greater parental support and understanding of the system’s objectives.

Furthermore, some students exploit loopholes within the system, avoiding penalties through strategic behavior. For instance, some students minimize their infractions or shift blame to others to reduce point deductions. Research by [Fitzgerald et al. \(2023\)](#) highlights that disciplinary systems must continually evolve to address such tactics. Regular evaluation and adjustments to the system can help mitigate these issues and ensure that students engage with the system meaningfully.

While the point-based violation system has effectively promoted discipline and accountability, addressing these challenges is essential for maximizing its potential. Strengthening teacher consistency, incorporating educational and restorative elements, improving parental involvement, and refining the system's framework can further enhance its role in character development. Future research could explore best practices integrating discipline with moral education to create a more holistic approach to student development.

CONCLUSION

The findings of this study highlight the significant role of a point-based violation system in fostering character development among students at SMAN 7 Luwu Timur. The system has proven effective in promoting accountability, self-discipline, and adherence to school rules. It has also contributed to a more structured, transparent disciplinary process that encourages student behavioral awareness. The research demonstrates that the system's structured approach has decreased repeated infractions and influenced students to make more conscious behavioral choices. The positive impact observed aligns with existing literature on behavioral reinforcement and discipline-based character education. However, while the system has successfully shaped student behavior, challenges such as inconsistent enforcement among teachers, perceptions of excessive punishment, and limited parental engagement highlight areas for improvement. Integrating positive reinforcement strategies alongside punitive measures is recommended to enhance the system's effectiveness. Providing teacher training programs to ensure consistency in implementation and fostering better communication with parents could also address the identified challenges. Additionally, incorporating mentorship and restorative justice elements could balance the system by making it more educational rather than purely disciplinary. Future research should explore long-term behavioral outcomes and investigate how similar systems could be adapted to different educational settings. Policymakers and educators must collaborate to refine and enhance disciplinary frameworks, ensuring that character education extends beyond rule compliance into ethical reasoning and moral development.

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