ABSTRAK

Adam Nur Sobarudin. (2249100107). 2026. Pengaruh Manajemen Kesiswaan Berbasis Penguatan Pendidikan Karakter dan Budaya Sekolah Terhadap Kedisiplinan Siswa Di SMAN 8 Garut. Tesis, Program Studi Manajemen Pendidikan Islam, Pascasarjana Universitas Islam Negeri Sunan Gunung Djati Bandung.

Kedisiplinan siswa merupakan bagian penting dalam penyelenggaraan pendidikan karena berkaitan dengan kepatuhan terhadap aturan, ketepatan waktu, keterlibatan dalam kegiatan sekolah, serta sikap tertib dan tanggung jawab. Penelitian ini dilatarbelakangi oleh masih ditemukannya perilaku siswa yang belum sepenuhnya mencerminkan kedisiplinan sebagaimana diharapkan sekolah. Kondisi tersebut mendorong perlunya kajian terhadap faktor kelembagaan dan lingkungan sekolah yang berkaitan dengan kedisiplinan, khususnya Manajemen Kesiswaan Berbasis Penguatan Pendidikan Karakter dan Budaya Sekolah.

Penelitian ini bertujuan menganalisis pengaruh secara statistik Manajemen Kesiswaan Berbasis Penguatan Pendidikan Karakter (X1) dan Budaya Sekolah (X2) terhadap Kedisiplinan Siswa (Y), baik secara parsial maupun simultan. Variabel X1 diukur melalui indikator Keteladanan Guru, Pengawasan Siswa, dan Pembinaan Karakter. Variabel X2 diukur melalui Nilai dan Norma, Kebiasaan dan Tradisi Positif, Iklim Sekolah yang Kondusif, serta Partisipasi Warga Sekolah. Variabel Y diukur melalui Kepatuhan terhadap Aturan, Kehadiran Tepat Waktu, Keterlibatan dalam Kegiatan Sekolah, serta Sikap Tertib dan Tanggung Jawab.

Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional ex post facto. Populasi penelitian berjumlah 480 siswa dengan sampel 120 siswa yang dipilih menggunakan Proportionate Stratified Random Sampling, terdiri atas 40 siswa kelas X, 42 siswa kelas XI, dan 38 siswa kelas XII. Data dikumpulkan melalui kuesioner skala Likert dan dokumentasi. Sebanyak 38 butir instrumen dinyatakan valid dan reliabel, dengan Cronbach's Alpha sebesar 0,873 untuk X1, 0,856 untuk X2, dan 0,922 untuk Y. Analisis data menggunakan statistik deskriptif, diagnostik regresi, regresi linear berganda, Uji t, Uji F, koefisien determinasi, serta korelasi Spearman sebagai analisis nonparametrik pendukung dengan bantuan SPSS.

Hasil penelitian menunjukkan bahwa X1 berpengaruh positif dan signifikan terhadap Y dengan $B=0{,}380$, $\beta=0{,}432$, $t=6{,}154$, dan $p<0{,}001$. X2 juga berpengaruh positif dan signifikan dengan $B=0{,}432$, $\beta=0{,}430$, $t=6{,}122$, dan $p<0{,}001$. Secara simultan, model regresi signifikan dengan $F=66{,}734$ dan $p<0{,}001$. Nilai R^2 sebesar 0,533 menunjukkan bahwa X1 dan X2 menjelaskan 53,3% variasi Kedisiplinan Siswa. Korelasi Spearman menunjukkan hubungan positif dan signifikan antara X1 dengan Y ($\rho=0{,}590$; $p<0{,}001$) serta X2 dengan Y ($\rho=0{,}735$; $p<0{,}001$), sehingga arah hubungan konsisten dengan hasil regresi. Meskipun asumsi regresi tidak terpenuhi secara ideal, interpretasi dilakukan hati-hati. Temuan diinterpretasikan sebagai hubungan dan kontribusi statistik sesuai desain korelasional ex post facto, bukan sebagai bukti hubungan sebab-akibat secara langsung.

Kata Kunci: Budaya Sekolah, Kedisiplinan Siswa, Manajemen Kesiswaan, Penguatan Pendidikan Karakter, Regresi Linear Berganda.

ABSTRACT

Adam Nur Sobarudin. (2249100107). 2026. *The Influence of Student Management Based on Character Strengthening and School Culture on Student Discipline at SMAN 8 Garut. Thesis, Islamic Education Management Study Program, Postgraduate School, Sunan Gunung Djati State Islamic University Bandung.*

Student discipline is an important component of educational practice because it is associated with compliance with rules, punctuality, participation in school activities, orderly behavior, and responsibility. This study was motivated by the persistence of student behaviors that have not fully reflected the level of discipline expected by the school. This condition highlights the need to examine institutional and school environmental factors associated with discipline, particularly Student Management Based on Character Education Strengthening and School Culture.

This study aims to analyze the statistical influence of Student Management Based on Character Education Strengthening (X1) and School Culture (X2) on Student Discipline (Y), both partially and simultaneously. X1 was measured through Teacher Role Modeling, Student Supervision, and Character Development. X2 was measured through Values and Norms, Positive Habits and Traditions, a Conducive School Climate, and School Community Participation. Y was measured through Compliance with Rules, Punctual Attendance, Participation in School Activities, and Orderly and Responsible Behavior.

The study employed a quantitative approach with a correlational ex post facto design. The population consisted of 480 students, with a sample of 120 students selected using Proportionate Stratified Random Sampling, comprising 40 tenth-grade students, 42 eleventh-grade students, and 38 twelfth-grade students. Data were collected through a Likert-scale questionnaire and documentation. A total of 38 instrument items were found to be valid and reliable, with Cronbach's Alpha coefficients of 0.873 for X1, 0.856 for X2, and 0.922 for Y. Data were analyzed using descriptive statistics, regression diagnostics, multiple linear regression, t-tests, an F-test, the coefficient of determination, and Spearman's rank correlation as a supporting nonparametric analysis using SPSS.

The results showed that X1 had a positive and statistically significant influence on Y, with $B=0.380$, $\beta=0.432$, $t=6.154$, and $p<0.001$. X2 also had a positive and statistically significant influence, with $B=0.432$, $\beta=0.430$, $t=6.122$, and $p<0.001$. Simultaneously, the regression model was significant, with $F=66.734$ and $p<0.001$. The R^2 value of 0.533 indicates that X1 and X2 explained 53.3% of the variation in Student Discipline. Spearman's rank correlation showed positive and statistically significant relationships between X1 and Y ($\rho=0.590$; $p<0.001$) and between X2 and Y ($\rho=0.735$; $p<0.001$), indicating that the direction of the relationships was consistent with the regression results. The results are interpreted as statistical relationships and contributions within a correlational ex post facto design rather than as evidence of direct causal relationships.

Keywords: *Character Education Strengthening, Character Education Strengthening-Based Student Management, Multiple Linear Regression, School Culture, Student Discipline.*