

# The Influence of the Humanist-Based Student Management Model on Student Discipline in Private High Schools Under the Don Bosco KAM Foundation

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**Abstract:** This study aims to examine the effect of a humanistic-based student management model on improving students' discipline in private senior high schools under the Don Bosco Catholic Education Foundation in Medan. The study was motivated by the need to enhance students' discipline, which is often still externally driven and not yet fully internalized as personal awareness. This research employed a quantitative approach using a quasi-experimental design, specifically the pretest-posttest control group design. The sample consisted of two groups: an experimental group that received treatment through the humanistic-based student management model and a control group that was taught using conventional management methods. Data were collected using a Likert-scale questionnaire measuring students' discipline and were analyzed using descriptive statistics and an independent sample t-test. The results showed that the experimental group achieved a higher mean score compared to the control group. Statistical analysis revealed that the significance value was less than 0.05, indicating a significant difference between the two groups. This finding confirms that the humanistic-based student management model has a positive and significant effect on improving students' discipline. In conclusion, the implementation of a humanistic approach in student management is more effective than conventional methods in fostering students' discipline. This approach not only enhances compliance but also promotes internal awareness, responsibility, and self-regulation among students.

**Keywords :** Humanistic-Based Student Management, Student Discipline, Quasi-Experimental, Student Behavior, Educational Management

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## 1. INTRODUCTION

Education plays a fundamental role in shaping students' character, personality, and responsibility. One of the key aspects in this process is student discipline, which becomes an essential indicator of educational success and the creation of a conducive learning environment. Discipline reflects students' obedience to rules and norms and includes responsibility, honesty, and respect for others [1], [2]. In the global educational context, strengthening student discipline and character development is also aligned with the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), which emphasizes inclusive, equitable, and quality education, and SDG 16 (Peace, Justice, and Strong Institutions), which promotes responsible behavior, social harmony, and effective institutional systems. Through these frameworks, schools are expected not only to improve academic achievement but also to cultivate disciplined, ethical, and socially responsible learners.

However, in practice, the level of student discipline in schools is still not optimal. Various violations such as lateness, non-compliance with school rules, and low learning responsibility are frequently observed [3], [4]. This condition indicates that discipline has not been fully internalized as personal awareness but is still externally driven.

Student discipline is closely related to how schools manage students through effective management systems. Research shows that classroom management, student engagement, and motivation significantly influence

students' discipline [3], [10], [13]. In addition, behaviorist theory emphasizes that discipline can be developed through reinforcement and consistent consequences [4], [18]. However, these approaches tend to focus more on external control rather than internal awareness.

A more comprehensive approach is offered through humanistic theory, particularly Self-Determination Theory, which emphasizes autonomy, competence, and relatedness [1], [21]. Humanistic education also promotes student-centered learning, where students are actively involved in the learning process and develop intrinsic motivation [9], [11]. Furthermore, theories from educational psychology highlight that motivation, engagement, and supportive learning environments play a crucial role in shaping student behavior [12], [19]. A positive school climate and strong teacher–student relationships also contribute significantly to improving student discipline [14], [15]. This humanistic orientation is highly relevant to the global agenda of SDG 4 because it supports holistic education and lifelong learning, while simultaneously contributing to SDG 16 through the development of peaceful, disciplined, and value-based school communities.

Although previous studies have examined discipline from the perspectives of classroom management, behavioral reinforcement, motivation, and student engagement, most of them focus on partial variables rather than an integrated student management framework. Existing research predominantly discusses discipline improvement through teacher-centered control systems, classroom strategies, or isolated motivational interventions, while limited studies specifically develop and test a comprehensive humanistic-based student management model at the institutional level. In addition, there remains a scarcity of empirical studies that combine humanistic principles with structured student management practices in private senior high school contexts, particularly within value-based educational institutions such as Don Bosco schools. This indicates a significant research gap regarding how humanistic values can be systematically embedded into student management systems to foster sustainable discipline through internal awareness rather than external enforcement alone. Therefore, this study seeks to fill this gap by proposing and empirically testing a humanistic-based student management model that integrates autonomy, responsibility, positive relationships, and school culture as strategic components for improving student discipline while contributing to the broader achievement of SDG 4 and SDG 16 in educational practice.

Globally, educational institutions are encouraged to adopt humanistic and student-centered approaches to support character development and discipline [26], [27]. Therefore, this study proposes the implementation of a humanistic-based student management model to improve student discipline as a strategic contribution to quality education, character formation, and sustainable institutional development in line with international educational priorities.

## 2.2 Population and Sample

The population of this study consisted of students from private senior high schools under the Don Bosco Foundation in Medan. The sample was determined using purposive sampling technique, where two classes were selected:

Experimental class : received humanistic-based management treatment

Control class : received conventional management

Each class consisted of approximately 30–35 students.

## 2.3 Research Variables

The variables in this study include :

Independent Variable (X) : Humanistic-based student management model

Dependent Variable (Y) : Students' discipline

Student discipline indicators include punctuality, rule compliance, responsibility, and participation in school activities [1], [6].

## 2.4 Research Procedure

The research procedure was conducted systematically through several stages. First, the research sample was determined, consisting of an experimental class and a control class. Second, a pretest was administered to both groups to measure the initial level of students' discipline. Third, the experimental class was given treatment using a humanistic-based student management model, while the control class was taught using conventional methods. Fourth, the learning process was carried out over several meetings. Fifth, a posttest was conducted in both groups to measure the improvement in students' discipline after the treatment. Sixth, the data obtained were

collected and processed. Seventh, statistical analysis was conducted using the t-test to examine the effect of the treatment. Finally, conclusions were drawn based on the results of the data analysis.

**2.5 Data Collection Techniques**

Data were collected using a questionnaire (Likert scale) to measure students’ discipline levels. The instrument consisted of several indicators:

- a. Discipline in time (punctuality)
- b. Compliance with school rules
- c. Responsibility in completing tasks
- d. Active participation

The questionnaire was tested for validity and reliability before being used in the study [5], [7].

**2.6 Instrument Testing and Data Analysis Techniques**

Instrument testing in this study consisted of validity and reliability tests. The validity of the instrument was tested using the Pearson Product Moment correlation, where an item is considered valid if  $r\text{-count} > r\text{-table}$ . Meanwhile, reliability was tested using Cronbach’s Alpha, and the instrument is considered reliable if the coefficient  $\alpha > 0.70$ .

Furthermore, data analysis was carried out using several statistical tests. First, the normality test was conducted using the Kolmogorov-Smirnov test to determine whether the data were normally distributed. Second, the homogeneity test was performed to examine whether the variance between groups was homogeneous. Third, hypothesis testing was conducted using an independent sample t-test to determine the effect of the humanistic-based student management model on students’ discipline. The hypotheses in this study are:  $H_0$  states that there is no significant effect of the humanistic-based student management model on student discipline, while  $H_1$  states that there is a significant effect. The decision criteria are: if  $\text{Sig.} < 0.05$ , then  $H_1$  is accepted; if  $\text{Sig.} > 0.05$ , then  $H_0$  is accepted.

In addition, the research framework used in this study follows the pretest–posttest control group design, as illustrated in Figure 1. The experimental group was given a pretest, followed by treatment using the humanistic-based model, and then a posttest. Meanwhile, the control group was given a pretest, without treatment, and then a posttest.

**2.9 Descriptive Data Presentation**

The results of students’ discipline scores are presented in Table 1.

Table 1. Students’ Discipline Score

Group	Pretest Mean	Posttest Mean
Experimental	65.4	82.7
Control	66.1	72.3

**2. RESULTS AND DISCUSSION**

**3.1 Results**

The results of this study are presented based on descriptive and inferential statistical analysis. The descriptive statistics of students’ discipline scores are presented in Table 1.

Table 1. Group Statistics of Students’ Discipline Scores

Variable	Group	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experimental	30	80.67	5.358	0.978
	Control	30	71.93	5.356	0.978

Based on Table 1, the experimental group obtained a higher mean score (80.67) compared to the control group (71.93). This indicates that students who were taught using the humanistic-based student management model achieved better discipline scores than those who were taught using conventional methods.

Furthermore, inferential statistical analysis was conducted using an independent sample t-test. The results are presented in Table 2.

Table 2. Independent Samples Test

Variable	Levene's Test F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower
Posttest (Equal variances assumed)	0.000	0.991	6.314	58	0.000	8.733	1.383	5.965

Based on Table 2, the significance value of Levene's Test is 0.991, which is greater than 0.05, indicating that the data are homogeneous and the assumption of equal variances is met. Therefore, the row "equal variances assumed" is used for interpretation.

The result of the independent sample t-test shows that the significance value (Sig. 2-tailed) is 0.000, which is less than 0.05. In addition, the t-value is 6.314 with a degree of freedom (df) of 58, and the mean difference between the experimental and control groups is 8.733.

These results indicate that there is a statistically significant difference between the two groups. Thus, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. It can be concluded that the humanistic-based student management model has a significant effect on improving students' discipline.

### 3.2 Discussion

The findings of this study indicate that the humanistic-based student management model has a significant effect on improving students' discipline. This is evidenced by the higher mean score of the experimental group compared to the control group and supported by the results of the independent sample t-test.

From a theoretical perspective, this finding is in line with humanistic learning theory proposed by Rogers, which emphasizes student-centered learning and personal growth [5], [9], [11]. This approach positions students as active participants who develop self-awareness and responsibility, rather than passive recipients of rules.

This result is also supported by Maslow's hierarchy of needs, which states that individuals achieve optimal behavior when their psychological and self-actualization needs are fulfilled [6]. The humanistic-based management model creates a supportive environment that fosters autonomy, confidence, and responsibility among students.

Furthermore, motivation theory and educational psychology explain that internal motivation plays a crucial role in shaping student discipline [12], [19]. When students are intrinsically motivated, they are more likely to demonstrate self-regulated behavior and long-term discipline.

In addition, classroom management and school climate significantly influence student behavior. A positive and supportive learning environment enhances student engagement and discipline [13], [14], [15]. This is consistent with previous research indicating that student-centered and humanistic approaches lead to better behavioral outcomes compared to traditional methods [10], [20].

Social learning theory also supports this finding, where students develop behavior through interaction, observation, and reinforcement within their environment [18]. Therefore, the role of teachers in modeling positive behavior becomes essential.

Moreover, constructivist theories emphasize that students actively construct knowledge through experience and interaction [22], [23]. This supports the implementation of humanistic approaches that encourage active participation and personal development.

The results of this study are also consistent with previous research showing that humanistic and caring approaches in education improve student discipline and character development [24], [25]. Additionally, collaboration between schools, families, and communities contributes to strengthening student discipline [16].

Therefore, it can be concluded that the humanistic-based student management model is more effective than conventional approaches, as it promotes not only compliance but also internal awareness, responsibility, and self-regulation.

### **3. CONCLUSION**

Based on the results and discussion, it can be concluded that the implementation of the humanistic-based student management model has a significant effect on improving students' discipline in private senior high schools in Medan. This finding is consistent with the research objective stated in the introduction, which aimed to examine the effectiveness of a humanistic approach in enhancing student discipline.

The results of the study showed that students in the experimental group who were treated using the humanistic-based management model achieved higher discipline scores compared to those in the control group. The statistical analysis using the independent sample t-test confirmed that the difference was significant, indicating that the model is effective in fostering students' disciplined behavior.

Furthermore, the application of a humanistic approach not only improves discipline in terms of compliance but also encourages the development of internal awareness, responsibility, and self-regulation among students. This suggests that student management practices that emphasize empathy, guidance, and student-centered approaches are more effective than conventional methods that rely on strict rules and control.

In terms of practical implications, this study recommends that schools, particularly those under the Don Bosco Catholic Education Foundation, consider adopting and developing humanistic-based student management models as part of their institutional policies. Such an approach can contribute to creating a positive school climate and improving overall student character.

For future research, it is suggested to expand the scope of the study by involving a larger sample size, different educational levels, or integrating qualitative approaches to gain deeper insights into students' behavioral changes. Additionally, further studies can explore the long-term impact of humanistic-based management on other aspects such as academic achievement, motivation, and character development.

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