Behavior Modification Techniques to Build Student Discipline

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Abstract

Discipline is a fundamental value in education that has a significant influence on student learning achievement and character development. Obedience, compliance, and orderliness, which are important aspects of an individual's personality in the family, school, and community environments, are reflected in discipline. However, there are still challenges with low student discipline, which is influenced by various internal and external factors. The role of guidance and counseling (BK) teachers is vital in providing motivation through appropriate counseling services. An effective discipline management program includes planning, implementation, evaluation, and consistency from all parties involved. This study aims to identify the programs implemented by the BK teacher team at SMPN 13 Surabaya to build student discipline, as well as the behavior modification techniques applied. With a descriptive qualitative approach involving interviews, observations, and document analysis, this study found that the programs implemented include morning greetings, collecting cellphones in the BK room, congregational prayers, and participation in Sekolah Arek Suroboyo. Behavior modification techniques applied include positive reinforcement, token economy, and negative reinforcement. This research enhances our understanding of effective strategies for managing student discipline through behavior modification, and provides a model that other schools can implement.

Abstrak

Disiplin adalah nilai fundamental dalam pendidikan yang berpengaruh signifikan terhadap prestasi belajar dan perkembangan karakter siswa. Kedisiplinan mencerminkan ketaatan, kepatuhan, dan keteraturan yang menjadi aspek penting dari kepribadian individu di lingkungan keluarga, sekolah, dan masyarakat. Namun, masih terdapat tantangan rendahnya kedisiplinan siswa, yang dipengaruhi oleh berbagai faktor internal dan eksternal. Peran guru bimbingan dan konseling (BK) sangat vital dalam memberikan motivasi melalui layanan konseling yang tepat. Program pengelolaan kedisiplinan yang efektif mencakup perencanaan, pelaksanaan, evaluasi, dan konsistensi dari semua pihak yang terlibat. Penelitian ini

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bertujuan untuk mengidentifikasi program-program yang diimplementasikan oleh tim guru BK di SMPN 13 Surabaya dalam membangun kedisiplinan siswa, serta teknik-teknik modifikasi perilaku yang diterapkan. Dengan pendekatan kualitatif deskriptif yang melibatkan wawancara, observasi, dan analisis dokumen, penelitian ini menemukan bahwa program yang dijalankan mencakup penyambutan pagi, pengumpulan handphone di ruang BK, shalat berjamaah, dan partisipasi dalam Sekolah Arek Suroboyo. Teknik modifikasi perilaku yang diterapkan meliputi *positive reinforcement*, *token economy*, dan *negative reinforcement*. Penelitian ini berkontribusi dalam memberikan pemahaman yang lebih mendalam tentang strategi efektif dalam pengelolaan kedisiplinan siswa melalui modifikasi perilaku, serta menawarkan model yang dapat diterapkan di sekolah lain.

INTRODUCTION

Education is one of the important aspects in the formation of individual character, especially among students. Data from the Ministry of Education and Culture of the Republic of Indonesia shows that around 60% of students experience disciplinary problems, including tardiness and non-compliance with school regulations (Kementrian Pendidikan dan Kebudayaan Republik Indonesia, 2019). Discipline is one of the most important values in the education process, because discipline can affect student learning achievement and character development. A study by Mallaena et al. showed that low levels of discipline in schools often contribute to low quality education (Mallaena et al., 2023). Discipline reflects the values of obedience, compliance, and order that are important in an individual's life (Uge et al., 2022).

One of the most important behaviors to instill in someone early in life is discipline. Possessing disciplined behavior enables an individual to adhere to rules, preventing both minor and major violations, including breaking the law. Disciplined behavior can be defined as the level of order that exists in a group (Sartono, 2023). Discipline helps someone understand and distinguish between things that must be done, what is mandatory, what is allowed, and what should be avoided because it is prohibited (Rochmiyati et al., 2021). Discipline is an inseparable part of an individual's personality. Discipline not only functions as a component in a person's life but also becomes a core part of their daily behavior patterns, both in the family, school, and community environments (Uge et al., 2022).

According to Sugiarto, there are two factors that contribute to the inability of many students to apply discipline: internal factors and external factors. Internal factors include lack of motivation, laziness, low interest in learning, and the inability of students to apply effective learning methods. While external factors, namely lack of support from parents, minimal motivation from teachers, and the influence of peers or the surrounding environment, greatly affect student discipline. The role of BK teachers, who are less than optimal in providing learning motivation to students through guidance and counseling

services, also contributes to this (Sugiarto & Yulianti, 2019).

The causes of student indiscipline are influenced by several factors. The factors causing student indiscipline put forward by Yahya Mulyadi as quoted by Najmuddin et al. include, namely (a) factors within the child himself, such as abnormalities, (b) factors in the household, such as lack of parental affection, and (c) factors originating from the school, such as lack of unity between teachers in educating students (Najmuddin et al., 2019). Many factors cause the discipline program to not run well or be less than optimal, including the factor of managing the discipline program, which has not been properly structured. Discipline management consists of planning, organizing, implementing, supervising, evaluating, punishment or consequences, rewards, and being consistent (Najmuddin et al., 2019). It is crucial to consider all aspects of managing the discipline program to ensure maximum implementation. However, the entire academic community and students' parents must implement this consistent aspect (Uge et al., 2022).

One of the educational institutions, SMPN 13 Surabaya, grapples with enforcing rules and regulations among its students. The first set of rules and regulations at SMPN 13 Surabaya pertains to time discipline, which requires students to arrive at school promptly at 06:30 WIB and participate in worship in a timely and congregational manner. Second, students must adhere to school regulations regarding uniform discipline, which includes wearing a uniform that corresponds with the day (e.g., a white and blue uniform from Monday to Wednesday, a scout uniform on Thursday, and a batik uniform on Friday). Additionally, they must adhere to existing school attributes, such as wearing a tie and black shoes. Third, in terms of using cellphones, cellphones must be collected in the BK room if during class hours they do not need cellphones. Fourth, when it comes to participating in SAS (Sekolah Arek Suroboyo) activities, it is mandatory for all students to attend classes that align with their chosen talent interest. Fifth, when it comes to behavioral discipline, we always apply the 5S (Greetings, Smiles, Greetings, Politeness, and Courtesy) when interacting with both teachers and fellow students. Students who fail to participate in these activities will face sanctions based on their mistakes. The researchers discovered a number of students who lacked discipline, including tardiness, incomplete attire, unkempt appearance, and absenteeism. The students who violated discipline did so for valid reasons; during interviews, they admitted to being late for school or even skipping school due to staying up late. This shows the need for effective intervention to improve student discipline.

In an effort to build student discipline at SMPN 13 Surabaya, the guidance and counseling (BK) program plays a strategic role through the implementation of behavior modification. This technique is like a habituation method, applied systematically to encourage consistent behavior. Habituation includes routine activities such as flag ceremonies and morning roll calls, as well as religious activities such as congregational prayers, as an integral part of efforts to build discipline through character education. This implementation is in line with research findings at SDN Gayamsari 01 Semarang, which showed that positive behavioral habits at school, including time discipline and active

participation in worship activities, succeeded in gradually forming students' character. The BK program, which rewards consistent, disciplined behavior, also reinforces this technique by providing both positive and negative reinforcement. Furthermore, character education not only employs formal activities to instill habituation, but also incorporates spontaneous actions like respect for teachers and maintaining orderly behavior in the school environment. Thus, the consistency of the application of discipline through habituation activities can be the main foundation in forming students who are more responsible and disciplined in the school environment (Utami, 2019).

Behavior modification, according to Eysenck, is an effort to change human behavior and emotions positively through the principles of modern learning process theory (Asri & Suharni, 2021). By providing positive or negative reinforcement, behavior modification techniques specifically aim to change certain behaviors (Kazdin, 2013). Various educational contexts have demonstrated the effectiveness of behavior modification, particularly in enhancing student discipline (Martin & Pear, 2015). We hope to help students understand the importance of discipline and apply it in their daily lives through guidance and counseling programs. Discipline basically refers to the ability to control oneself in order to comply with existing norms in the family environment, educational institutions, and society.

Nurfadilah's (2021) research, which demonstrates that behavior modification can lessen temper tantrum behavior in early childhood, serves as inspiration for this study's methodology. Second, research by Astrini (2021) shows that the use of reward-type behavior modification can increase learning motivation in early childhood. Third, Farihah and Aflahani's (2021) research demonstrates the effectiveness of the behavior modification program with the elimination method in reducing the subject's behavior. Fourth, a study by Carlson et al. (2020) shows that the Behavior Modification Program (BMP) works to lower the use of psychotropic drugs and S/R/H (seclusion, restraint, and physical holds). Fifth, research by Abright (2020) which shows that the Behavior Modification Program (BMP) is more effective in reducing aggressive behavior in children treated in mental hospitals compared to other environment-based programs. However, no research has explored the use of behavior modification to enhance student discipline within the school setting. So different from previous research, this study seeks to provide a new contribution to understanding the application of discipline with behavior modification in the school context.

We hope to help students understand the importance of discipline and apply it in their daily lives through guidance and counseling programs. This study is important because the problem of student discipline at SMPN 13 Surabaya continues to be a significant challenge that affects the quality of education. Although strict rules and supervision have been implemented to improve discipline, the results have been poor. In this context, this study is here to examine how behavior modification techniques applied through guidance and counseling programs can provide more effective, consistent, and sustainable solutions in shaping student discipline behavior.

METHOD

This study employs a qualitative approach in conjunction with a descriptive method. We chose the qualitative approach because this study focuses on an in-depth understanding of students' experiences participating in the BK program, which aims to build discipline. We collected data using interview techniques, observation, and document analysis (Sukmadinata, 2007). We conducted interviews with randomly selected students of SMPN 13 Surabaya to explore their experiences related to discipline. We designed the interview questions to gain insight into the students' comprehension of discipline and the challenges they encounter. We conducted direct observations in the school environment to monitor students' disciplinary behavior during daily activities.

We then used qualitative descriptive analysis techniques to analyze the data from interviews and observations. Sugiyono conducts qualitative descriptive analysis by gathering and organizing data and facts to offer pertinent insights into the discussed problems. We expect the analysis results to paint a comprehensive picture of the effectiveness of behavior modification techniques in enhancing student discipline (Sugiyono, 2020).

RESULTS AND DISCUSSION

Researchers obtained findings regarding several programs run by the guidance and counseling team at SMPN 13 Surabaya based on interviews and observations with several students. The programs include morning greetings, collecting cellphones in the BK room, congregational prayers, and the obligation to attend Sekolah Arek Suroboyo.

Morning Welcome

A bright morning greeted the students at SMPN 13 Surabaya at exactly 06.00 WIB. At the gate, there were already a number of teachers and OSIS members who were ready to welcome the arrival of students, teachers, and school staff with friendly smiles, creating a warm and enthusiastic atmosphere for those who had just arrived. The presence of a number of teachers and OSIS members at the gate was not only to welcome but also to ensure that all students obey school regulations, especially regarding punctuality and the completeness of attributes. Every student who arrives will have their uniform and attributes checked for completeness. Teachers and OSIS members meticulously examine minor yet crucial details, such as the correct attachment of the school badge, the compliance of the belt and socks with the rules, and other aspects of the uniform. If a student's attributes are incomplete or inappropriate, the BK room will direct them to purchase necessary items. The BK room does provide uniform equipment and attributes so that students can immediately complete the deficiencies without any reason to violate the rules. In addition to attributes, teachers and OSIS members also check the neatness of students, including the length of their nails. Teachers immediately ask students with long and untidy nails to cut them on the spot. In this way, the school tries to discipline students to maintain cleanliness and tidiness from an early age, which of course also reflects their

responsible attitude toward their appearance.

However, the atmosphere is different for students who arrive late. At exactly 06.30, the gate is closed, and students who still arrive after that are directed to gather in the field. There, the teacher on duty records their names. The school applies fairly strict disciplinary rules but still provides tolerance for students who are only late once or twice. Usually, the school only issues a warning and reminds students who are late once or twice to be more punctual the next day. However, the punishment becomes stricter for students who are late three times. The BK teacher will direct students who are late three times to the BK room, where they will face additional assignments as punishment. They cannot attend class's first lesson because they must finish this assignment in the BK room during the first hour. Typically, the assignment involves a reflection or brief essay about the significance of time management and the consequences of tardiness.

Meanwhile, in the classroom, students who arrived on time had already started their first lesson. Not only did they receive the material earlier, but they also showed an obedient attitude and respected the rules. The discipline that was applied since this morning, starting from checking attributes to managing students who were late, created an orderly and conducive school environment. In the end, this activity was not just about rules or punishments, but also about instilling the values of discipline and responsibility in each student. By paying attention to the little things, such as completeness of attributes, cleanliness, and punctuality, this school educates students to respect the rules more and understand that discipline is an important part of their daily lives. For students who arrived on time, they learned about the importance of preparation and alertness. Meanwhile, for students who were late, this experience was a reminder to always try to be better every day.

Cell Phone Collection in the Guidance and Counseling Room

At this school, all students are allowed to bring cell phones to school, but with quite strict rules. The implementation of this policy aims to allow students to use technology as a learning medium while maintaining their discipline and focus during class. Cell phones may only be used during certain lesson hours, namely when the teacher asks students to use them for learning purposes. During these hours, students must collect their cell phones in the Guidance and Counseling room, a rule that is in effect from the first to the last hour of the lesson. Every morning, before the first hour starts, the class leader is responsible for coordinating the collection of cell phones in his/her class. The class leader will remind friends to place their cell phones in a specially provided box in the classroom. The class leader asks all students to turn in their cell phones, then counts them to ensure the total matches the number of students in the class. We do this to prevent students from hiding their cell phones.

The class leader collects all students' cell phones and then transports the box to the Guidance and Counseling room. There is a designated storage area for the cell phone boxes from each class. Each class leader is required to document the collected cellphone

data on the provided paper, record the number of cellphones, and guarantee the safety of all cellphones until the time of collection. The class leader has the permission to carry cellphones beyond the storage box. The purpose of this is to facilitate communication in case of urgent needs or important information. However, the class leader must also adhere to the rules, only using his cellphone when absolutely necessary. Students can retrieve their cellphones from the BK room during the lunch break. At this point, the class leader returns to the BK room, retrieves the cellphone box, and distributes the cellphones back to their classmates. All students receive their cellphones back in an orderly manner.

However, students who violate the rules, such as hiding their cellphones and failing to hand them over to the box, will face consequences. The strict punishment entails preventing the student from retrieving their cellphone at the designated time, even after the collection time has passed. Students are required to wait until the end of the school day to retrieve their cellphones as a form of discipline for breaking the rules. This rule not only enforces adherence to the rules, but also fosters discipline and respect for school regulations. Although mobile phones are an important part of everyday life, the school still emphasizes the importance of learning and focus during school hours, making technology a supportive tool, not a barrier to the educational process.

Congregational Prayer

Every day when the time for the Dhuhur prayer arrives, the atmosphere at school suddenly changes. All students know when the bell rings to prepare for the Dhuhur prayer in groups at the mosque. This school places a strong emphasis on worship, fostering a routine of disciplined congregational prayer activities among the students. As soon as the bell rings, the BK teacher rounds each class to ensure that all students immediately move to the mosque, reminding them to do so in a soft yet firm voice. Students who are on break immediately stand up and rush out of the classroom.

Instead of going to the mosque, the excused students congregate in front of class 7 on the first floor. There, they receive a task to continue their productive and useful activities. Usually, the task involves rewriting several surahs from Juz 'Amma, particularly short ones like Al-Ikhlas, Al-Falaq, and An-Naas. We also ask them to record the main content of each surah they rewrite. Through this activity, students excused from congregational prayers can still experience the nuance of worship through activities that enhance their understanding of the meaning and values found in the Quran. Simultaneously, non-Muslim students engage in worship activities. They congregate in a room close to the BK room to perform their individual religious rituals. The school provides this room as a form of tolerance and respect for religious diversity, ensuring that each student can carry out spiritual activities according to their beliefs. After praying, students return to class. The excused students have also finished the task of copying Quranic verses and their meanings, which aids in their understanding of the key messages in religious teachings. Non-Muslim students have also participated in religious activities during the worship class. This entire series of activities creates harmony in daily life at

school, instilling the values of discipline, responsibility, and tolerance. Through the habit of congregational worship and various religious activities, the school teaches students the importance of respecting time, carrying out obligations well, and respecting each other's differences.

Obligation to attend Arek Suroboyo School

At this school, all students are required to attend the SAS (Arek Suroboyo School) program. The Surabaya government and SMPN 13 Surabaya have developed this interesting SAS program to support students' interests and talents. Students can choose from a variety of activities in the SAS program at SMPN 13 Surabaya, tailored to their individual interests. These activities include podcasts, sewing, photography, coding, cooking, traditional dance, *banjari*, billiard games, free fire, PUBG, Mobile Legends, *bekel* and *dakon*, *engkle*, *gobak sodor*, and chess.

Each SAS class has its own teacher who looks after and accompanies them when playing or working on a project. This program also prepares students to explore their interests and talents, or simply to unwind after engaging in KBM activities. SAS is an enjoyable program for students, particularly male students who frequently engage in activities like online gaming. Mobile Legends, PUBG, Free Fire, and other online games are the most popular activities for male students. However, activities such as cooking, sewing, photography, *bekel*, and *dakon* tend to be more popular among female students.

The types of activities in the SAS program do not only include activities related to digital, but there are also activities that still uphold tradition. Traditional activities such as traditional dance, *engkle*, *gobak sodor*, chess, *bekel*, and *dakon* are included in the traditional scope. Traditional games are almost extinct if not preserved, because the shift from digitalization is developing faster in society. Therefore, it is crucial for other students to emulate and preserve such activities, ensuring that the changing times do not easily disrupt traditional games. During the day, the SAS program can sometimes make students feel weak and lazy, but a variety of activities tailored to their interests can alleviate their laziness. Therefore, the SAS program continues to be enjoyable for students, as they feel empowered to explore and develop their interests and talents through the activities they select.

The SAS program is a valuable experience for every student at this school. In addition to providing them with knowledge about culture and national values, SAS also shapes their character into individuals who are more caring, disciplined, and passionate about preserving cultural heritage. Every week, they not only get academic lessons but also life lessons that they will continue to carry with them into adulthood. The guidance and counseling teacher team at SMPN 13 Surabaya implements behavioral modification techniques, such as positive reinforcement, token economy, and negative reinforcement, in their program.

Positive reinforcement is based on the principle that response frequency increases when followed by a supportive or rewarding stimulus (Martin & Pear, 2015). Positive

reinforcement can take various forms, including in the form of gifts, such as candy, presents, or food; in the form of behavior, such as smiles, nods of approval, applause, or thumbs up; and in the form of awards, such as giving an A grade or first place in school (Feist & Feist, 2010). We give positive reinforcement to maintain and develop desired behavior. For example, when a child wins a soccer competition, parents provide support by saying, "*Alhamdulillah, Mama is proud of you. Keep practicing so you can be a champion again next year*" (Habsy et al., 2024).

Token economy involves providing specific chips or signs immediately after the target behavior occurs. The subject can later exchange these chips for goods or activities they desire (Rohmaniar & Krisnani, 2019). This method, often known as "chip savings," is an application of the behavioral approach, which is closely related to behavior modification (Kazdin, 2013). Every time the subject exhibits the desired behavior, the system swiftly distributes tokens. To put it simply, a token economy functions as a reinforcement system that manages and modifies behavior. This system rewards or reinforces individuals to promote increased positive behavior. The main goal of a token economy is to strengthen desired behavior and suppress undesirable behavior. Furthermore, this method aims to teach appropriate behavior and social skills that are applicable in the natural environment.

One application of the behavioral approach is token economy, which closely links to behavior modification. The design of behavior modification aims to enhance the frequency of desired behavior and decrease the incidence of unwanted behavior (Rohmaniar & Krisnani, 2019). Token economy uses the principle of operant conditioning by providing reinforcement in the form of exchangeable signs, not direct rewards. We call this approach operant because it responds to the environment by rewarding certain behaviors, thereby increasing their frequency of occurrence (Firdaus & Yaqin, 2020). In a behavior change program, participants usually follow basic steps such as identifying goals and target behaviors, designing a data recording system and recording initial data, implementing the program, making detailed notes during the program, and evaluating and adjusting the program as needed.

Negative reinforcement is an educational method that aims to achieve specific results. We apply this method as closely as possible to the mistakes made (Sholihah & Laela, 2021). The aim is to establish a deterrent effect on negative behavior to prevent its recurrence. In the future, this method proves beneficial as it discourages individuals from repeating the same mistakes and encourages them to adopt positive behaviors (Sholihah & Laela, 2021). Negative reinforcement has various forms; anything that is considered unpleasant can be negative reinforcement. Examples of negative social reinforcement include sullen expressions, sharp gazes, sarcasm, ridicule, or reprimands. Other forms of negative social reinforcement include delaying or not providing rewards, assigning additional tasks, or displaying expressions of dissatisfaction such as shaking the head, frowning, or looking disappointed (Waviroh & Aflahani, 2021). For instance, consider a

scenario where a child refuses to attend school, claiming to be "sick," despite being in good health, but his parents still permit him to skip school. This can lead to the repetition of the behavior, as it receives reinforcement from the parents (Habsy et al., 2024).

This study found that the application of behavior modification techniques, such as positive reinforcement, negative reinforcement, and token economy, successfully improved student discipline at SMPN 13 Surabaya. Data from observations showed that students who received praise or privileges for disciplined behavior were more motivated to maintain that attitude. On the other hand, students experiencing negative reinforcement, like a reduction in break time, developed a heightened awareness of the significance of adhering to school rules. This approach is consistent with the findings Martin & Pear (2015), which state that reinforcement applied systematically can increase positive behavior in the educational environment. Zabrina's (2024) research yielded positive outcomes when she implemented reinforcement in the school setting, particularly in enhancing student discipline.

With a token economy, students are also more motivated to obey the rules. Students receive tokens that they can exchange for prizes or privileges. Students who diligently gather tokens for their punctual attendance or uniform completion feel more valued and motivated to maintain their disciplined behavior. The study Kazdin (2013) supports this approach, stating that token-based reinforcement systems can significantly increase desired behavior in a structured way. Additionally, BK teachers reported that this method helped students understand the relationship between their actions and positive consequences.

Interview analysis results showed that students responded better to positive reinforcement and token economy. Guidance counselors observed that students who received rewards for their discipline showed increased motivation to learn. A study by Kazdin (2013) also supports that positive reinforcement can strengthen desired bHowever, to provide a deterrent effect for repeat violations, we still need negative reinforcement, such as additional assignments or other consequences. lations. Students who receive these sanctions report feeling more motivated to avoid mistakes in the future.

Despite the demonstrated effectiveness of this technique, several obstacles persist. One of the main challenges is the limited time for guidance counselors to provide sufficient attention to each student. Additionally, maintaining consistency in enforcing rules poses a challenge, particularly when staff members lack a uniform approach. Research Najmuddin et al. (2019) states that consistency is key to implementing an effective discipline program. A more personalized approach is necessary as some students admit they still struggle to understand the long-term benefits of discipline.

Strategies to overcome obstacles include involving more teachers in the behavioral reinforcement process and special training to ensure consistent rule enforcement. We also encourage teachers to provide personalized feedback to make students feel supported. Additionally, regular reflection programs enhance students'

comprehension of the significance of discipline. Utami (2019) emphasizes the importance of this reflection in building students' character gradually. The strategy to overcome the token economy barrier is for the BK teacher to make adjustments by updating the reward system and involving students in the process of choosing rewards that are more meaningful to them.

Several advantages of behavior modification include the ability to plan the process with individual consent, adapt its steps as needed, and identify and replace less effective techniques. We can arrange the techniques rationally, predict and evaluate the results objectively, and implement them more efficiently than making changes through natural insight. However, its weaknesses include challenges in observing student behavior that is not immediately visible, the complexity of behavior that requires careful analysis, and the limitations of applying techniques to each individual due to certain weaknesses, so consideration is needed before implementing it (Asri & Suharni, 2021).

CONCLUSION

Behavior modification techniques in the guidance and counseling program to build student discipline at SMPN 13 Surabaya include positive reinforcement, negative reinforcement, and token economy. Positive reinforcement, such as praise and rewards, encourages students to maintain behavior that is in accordance with the rules. Conversely, negative reinforcement, such as giving additional tasks, makes students more aware of the importance of obeying the rules. The token economy technique plays a significant role in motivating students. This system provides students with tokens that they can exchange for prizes or privileges, thereby increasing their motivation and enthusiasm to uphold disciplined behavior. Token economy creates a greater sense of appreciation and involvement among students, encouraging them to follow the rules with greater awareness.

However, the implementation of this program is not without its challenges, including the limited time available for guidance and counseling teachers to monitor all students thoroughly and consistently in enforcing the rules. Closer cooperation between teachers and adjustments to strategies are necessary to overcome these challenges, ensuring their effectiveness and sustainability. Overall, this study emphasizes the importance of a structured and consistent approach in shaping student discipline. Behavior modification techniques, including token economy, can create a conducive learning environment, support academic development, and shape students' characters positively.

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