



Development Of Booklets To Facilitate Student Discipline At SMA Negeri 2 Seluma

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Abstract

This study aims to develop a learning media in the form of a booklet based on the character value of discipline for 11th grade high school students. The background of the research is based on the low level of student discipline and the limited biology learning media that integrate character values in teaching materials. The research problem is focused on the level of validity and practicality of the booklet developed to improve conceptual understanding while strengthening students' character of discipline. The method used is Research and Development (R&D) with a 4D development model that includes the Define, Design, Develop, and Disseminate stages. The Define stage is carried out through analysis of needs, student characteristics, and curriculum. The Design stage includes designing the content structure, integration of discipline values, and visual design of the booklet. The Develop stage includes product preparation, validation by material experts, media experts, and language experts, and revisions based on validator suggestions. The Disseminate stage is carried out through a limited trial to assess the practicality of using the booklet in learning. The research instruments are validation sheets and teacher and student response questionnaires with a Likert scale. The trial subjects consist of experts, one biology teacher, and 60 11th grade students. The results showed that the booklet was categorized as very valid, with an average percentage above 85%. The teacher's practicality test reached 95%, while the student response averaged 90%. Thus, the booklet was declared very valid and practical for use as a learning support medium.

Keywords: *Development, Booklet, Disciplinary Character, Learning Media, 4D Model.*

Abstrak

Penelitian ini bertujuan mengembangkan media pembelajaran berupa booklet berbasis nilai karakter disiplin untuk siswa kelas XI SMA. Latar belakang penelitian didasarkan pada rendahnya tingkat kedisiplinan siswa serta terbatasnya media pembelajaran biologi yang mengintegrasikan nilai karakter dalam materi ajar. Permasalahan penelitian difokuskan pada tingkat validitas dan kepraktisan booklet yang dikembangkan untuk meningkatkan pemahaman konsep sekaligus penguatan karakter disiplin siswa. Metode yang digunakan adalah *Research and Development* (R&D) dengan model pengembangan 4D yang meliputi tahap *Define, Design, Develop, dan Disseminate*. Tahap *Define* dilakukan melalui analisis kebutuhan, karakteristik siswa, dan kurikulum. Tahap *Design* mencakup perancangan struktur isi, integrasi nilai disiplin, serta desain visual booklet. Tahap *Develop* meliputi penyusunan produk, validasi oleh ahli materi, ahli media, dan ahli bahasa, serta revisi berdasarkan saran validator. Tahap *Disseminate* dilakukan melalui uji coba terbatas untuk menilai kepraktisan penggunaan booklet dalam pembelajaran. Instrumen penelitian berupa lembar validasi dan angket respon guru serta siswa dengan skala Likert. Subjek uji coba terdiri atas para ahli, satu guru biologi, dan 60 siswa kelas XI. Hasil penelitian menunjukkan bahwa *booklet* memperoleh kategori sangat valid dengan persentase rata-rata di atas 85%. Uji kepraktisan oleh guru mencapai 95%, sedangkan respon

siswa menunjukkan rata-rata 90%. Dengan demikian, booklet dinyatakan sangat valid dan praktis digunakan sebagai media pendukung pembelajaran.

Kata Kunci: Pengembangan, Booklet, Karakter Disiplin, Media Pembelajaran, Model 4D.

Research Background

Discipline is a key element in supporting academic achievement and character formation of students.(Syaifuddin and Fahyuni 2019). Students who have high discipline are generally able to show better achievements, more regular time management, and positive social relationships at school.(Fransisca Nur'aini et al. 2020) . However, in reality, there are still many students who face obstacles in building this discipline, especially due to low self-motivation, obstacles in managing time, and lack of awareness of the importance of the value of discipline itself (Hidayat, 2021). The implementation of discipline in the school environment can be realized through the behavior of arriving on time, completing assignments on schedule, complying with school rules, and maintaining cleanliness and order in the learning environment (Prasetyo, 2023).

The internalization of discipline attitudes should ideally be carried out from an early age through synergy between parents, schools, and the social environment (Nugraha & Fitriani, 2024). This is crucial considering that adolescence is a high exploration phase, so students tend to be more vulnerable to negative influences from outside. Therefore, discipline has a strategic role in directing character formation as well as being a determinant of students' success in the future. Juridically, student discipline has a strong legal basis. Article 31 of the 1945 Constitution of the Republic of Indonesia emphasizes the importance of education to educate the life of the nation and form noble morals, which implicitly requires discipline

(Ministry of Education and Culture, 2020). Law Number 20 of 2003 concerning the National Education System Article 3 emphasizes that the purpose of education is to develop the potential of students to become human beings with noble character, personality, and self-control. In addition, Law Number 2 of 1989 Article 25 paragraph (1) also emphasizes that every student is obliged to comply with all applicable regulations in the education unit (Ministry of National Education, 1989).

Psychologically, adolescents who are in the phase of searching for their identity tend to be more sensitive to the influence of the social environment and social media exposure (Santrock, 2021). This condition, coupled with suboptimal self-control, often triggers the emergence of indisciplined behavior at school. Therefore, these internal and external factors are a challenge in maintaining student discipline in the education environment.

As an educational institution that focuses on character building, SMA Negeri 2 Seluma is fully committed to improving student discipline. However, based on the results of observations and interviews with BK teachers and homeroom teachers, the level of discipline in this school still shows various problems that require serious attention. This condition is especially evident from the low adherence to discipline and the lack of awareness of students about the importance of discipline in shaping their character. These problems manifest in the form of indisciplined behavior, such as high rates of tardiness, acts of skipping class hours, violating smoking rules, and the use of

accessories that are not in accordance with the provisions. In addition to the student factor, weak supervision and consistency of law enforcement in the school environment are also obstacles in creating a strong discipline culture.

As a result, this disorder not only disrupts the learning climate and concentration in the classroom, but also affects social interaction and the authority of educators in the coaching process. Various concrete indications from BK teacher data and homeroom teacher reports confirm the need for strategic steps to overcome the low level of student discipline at SMA Negeri 2 Seluma. The development of student discipline booklets is seen as a strategic step to support efforts to foster disciplined behavior in the school environment. The development of student discipline booklets is expected to be an effective supporting medium in providing an understanding of the importance of discipline, the consequences of violations, and the role of students in creating an orderly and conducive school climate (Arsyad, 2021).

Psychologically, the use of *booklets* supports the internalization of disciplinary values through the presentation of structured and transparent information about behavioral consequences (Santrock, 2021). This media also presents concrete behavior models that can be imitated by students (Bandura, 2020). As a basic service instrument of BK, *the booklet* functions as a preventive function by containing self-management strategies and procrastination prevention (Fatimah, 2022). In its implementation, *booklets* serve as a common reference to create consistency in discipline enforcement in schools (Slavin, 2020; McIntosh et al., 2022). Therefore, this research is important to develop *a booklet* as

an information service medium to facilitate student discipline at SMA Negeri 2 Seluma

Research Methods

This research uses *a Research and Development* (R&D) approach to produce certain products as well as test their effectiveness (Sugiyono, 2019). The product developed is a *booklet* to facilitate student discipline at SMA Negeri 2 Seluma. In addition to physical development, this study focuses on testing the validity and practicality of *booklets* in the context of Guidance and Counseling services in schools.

This study adapts the 4D development model which includes *the Define, Design, and Develop* stages, which are adjusted to the needs of the school. The *Define stage* begins with an analysis of the need to identify discipline problems through observation, interviews with BK teachers and students, and literature review as the basis for determining the content *of the booklet*. Furthermore, at the *Design stage*, *the preparation of content frameworks, chapter structures, visual designs, and assessment instruments such as validation sheets and questionnaires is carried out*. The procedure ends with *the Develop stage*, which is the creation of a draft *booklet* followed by validation tests by material experts, media experts, and practitioners. Based on this feedback, revisions and field trials were carried out to measure the practicality aspects of the product at SMA Negeri 2 Seluma, Bengkulu.

To test the practicality of using booklets, BK practitioners, BK teachers at SMA Negeri 2 Seluma, were involved as users who assessed the convenience, usefulness, and suitability of booklets in BK services. The number of students involved

was 30 people in class X and 30 people in class XI of SMA Negeri 2 Seluma were involved as direct users of the booklet to test the practicality from the student's point of view, especially related to ease of understanding, attractiveness, and its usefulness in supporting disciplinary behavior.

At the *definition* stage, it begins with interviews and observations with BK teachers to obtain factual data on student discipline behavior at school. Furthermore, a need analysis was carried out to identify the gap between the ideal conditions for discipline development and the reality that occurred in the field. Based on the mapping of these problems, the purpose of developing a *booklet* was formulated that focused on increasing students' understanding and motivation in implementing discipline values in the school environment (Wibowo, 2023).

In the design stage, *the booklet content framework is* systematically prepared so that the material flows logically and is easy for students to understand. The process continues with visual design using the Canva platform to create an aesthetically pleasing, ergonomic, and appealing look for teens. The design specifications include the use of a practical A5 format, harmonious color schemes, and proportionate typography for reading convenience. *The layout is* designed to balance text and visual elements such as illustrations, icons, and graphics to reinforce the understanding of concepts while avoiding boredom. In addition to product development, material and media validation instruments were also prepared as objective evaluation tools by expert lecturers and counseling guidance practitioners before field trials were carried out (Sugiyono, 2019).

Furthermore, at the *development stage*, it begins with expert validation to

assess the feasibility of content, linguistic presentation, materials, and aspects of Imtaq assessment in the media. Furthermore, the *booklet* is revised based on expert suggestions to improve the quality of appearance and substance to align with the service objectives. After the revision, field trials were carried out to evaluate the level of readability, attractiveness, and ease of understanding of students. Counseling Guidance practitioners are also involved in the assessment to ensure the suitability of the product with the context of BK information services, practical benefits for students, and the effectiveness of its use in counseling activities in schools.

This research was then analyzed using qualitative data analysis and quantitative data analysis. Qualitative data from interviews, observations, and expert advice were analyzed descriptively to improve and improve the booklet product. Furthermore, quantitative data analysis uses the formula of the percentage of feasibility score and practicality analysis.

1. Feasibility Analysis

$$P = \frac{\sum X}{\sum X_{maks}} \times 100\%$$

Description :

P = Percentage of eligibility

$\sum X$ = Score obtained

$\sum X_{maks}$ = Maximum score

The results are then categorized according to the eligibility criteria:

Source: Sugiyono (2019)

2. Practicality Analysis

Practicality analysis to determine the level of convenience, usability, and usefulness of the booklet for users. Practicality analysis was carried out based on

questionnaire data filled out by students. The calculation of the percentage of practicality uses the following formula:

$$P = \frac{\sum X}{\sum X_{\text{maks}}} \times 100\%$$

P = Percentage of practicality

$\sum X$ = Score obtained

$\sum X_{\text{max}}$ = Maximum score

The results were then categorized according to the criteria of participation:

Source: Sugiyono (2019)

Results and Discussion

A. Development

Development is a systematic and continuous process in an effort to improve the quality, capacity, and potential of an individual, group, or institution. In the context of education, development is not only interpreted as quantitative change, but also includes qualitative improvement that touches on aspects of knowledge, skills, attitudes, and values. This process is carried out through various planned strategies, such as training, coaching, innovation, and continuous evaluation. Further, development has a long-term orientation that aims to create better and meaningful change. In practice, development often involves adapting to the dynamics of the times, including technological advancements, social changes, and the demands of society's needs.(Tampubolon 2013)

Therefore, development is not static, but dynamic and flexible, so that it is able to answer various challenges that arise. In the world of education, development is also closely related to improving the quality of human resources. Teachers, as the main

actors in the learning process, are required to continue to develop their competencies in order to be able to create learning that is effective, innovative, and relevant to the needs of students.(Muflihin 2018)

On the other hand, students are also directed to develop their potential optimally, both in intellectual, emotional, and spiritual aspects. Thus, development can be understood as a conscious and planned effort to achieve better progress through a continuous process of learning, experience, and innovation. Development focuses not only on the end result, but also on the process undertaken, so that it is able to produce meaningful and sustainable changes in various aspects of life.(Dimiyati 2018)

B. Booklet

Booklet is one of the information media in the form of a booklet that is designed in a concise, systematic, and interesting way to convey a certain message or material to readers. Booklets usually consist of several pages that contain short text, images, illustrations, and graphics that support each other, making it easier for readers to understand the content being conveyed. Because of their practical and easy-to-carry nature, booklets are often used as a means of education, promotion, and counseling in various fields, including education, health, and social.(Calvert 2004)

In the context of education, booklets have an important role as an effective and efficient learning medium. The material presented in the booklet has generally been simplified without reducing substance, making it easier for students to understand. In addition, the use of communicative language and attractive visual displays can increase students' interest in reading and learning motivation. Booklets also allow learners to

learn independently because they can be used anytime and anywhere. Furthermore, booklets as a learning medium have advantages in terms of flexibility and creativity. (Rahmadhea 2024)

Teachers can develop the booklet content according to learning needs, student characteristics, and goals to be achieved. For example, in Islamic Religious Education learning, booklets can be used to present materials on faith, worship, and morals with a contextual approach that is relevant to students' daily lives. Thus, booklets not only function as a medium for conveying information, but also as a tool that is able to strengthen the learning process. Through an attractive, concise, and structured presentation, booklets can help improve students' understanding, memory, and active involvement in the learning process, so that educational goals can be achieved optimally.

C. Student Discipline

Student discipline is one of the important aspects in the world of education that reflects an obedient, obedient, and consistent attitude to the rules and norms that apply in the school environment. Discipline is not only related to compliance with discipline, such as arriving on time, wearing uniforms according to the provisions, and participating in learning activities in an orderly manner, but also reflects students' self-control, responsibility, and commitment in carrying out their obligations as students. (Syarifuddin and Fahyuni 2019)

In the educational process, discipline has a strategic role in shaping the character and personality of students. Students who have a good level of discipline tend to be more able to manage their time, focus on learning, and have high motivation to achieve achievements. Discipline is also the foundation for instilling moral and ethical

values, so that students are not only intellectually intelligent, but also emotionally and socially mature. The formation of student discipline does not occur instantly, but through a continuous habituation process. The school environment has an important role in fostering discipline through the application of clear, consistent, and fair rules. Teachers as role models also have the responsibility to provide examples of disciplined behavior in daily life, so that students can imitate and internalize these values. (Syria 2019)

In addition, the role of family and the community environment also supports the formation of strong discipline in students. Furthermore, student discipline is also closely related to internal awareness. Discipline that is formed consciously will last longer than discipline that arises due to coercion. Therefore, it is important for educators to not only emphasize on the rule aspect, but also to instill an understanding of the importance of discipline to students' personal lives and futures. Thus, student discipline is the main foundation in creating an effective and conducive learning process. Through discipline, students can develop optimally, both in academic and non-academic aspects, and are able to become responsible, independent, and strong character individuals in facing various life challenges. (Anggraini, Siswanto, and Sukanto 2019)

D. Development of Booklets to Facilitate Student Discipline at SMA Negeri 2 Seluma

This research developed an educational *booklet* as an information service medium to facilitate the improvement of student discipline at SMA Negeri 2 Seluma. The booklet content includes guidance, contextual illustrations,

Percentage of Practicality	Categories
81–100%	Very Practical
61–80%	Practical
41–60%	Quite Practical
21–40%	Less Practical
0–20%	Impractical

and reflective messages that focus on time discipline (attendance management), discipline compliance, duty responsibility, dress etiquette, and behavior in the school environment. The main goal is to educate students to interpret discipline as a need for character formation and achievement support, not just obedience to rules. With a communicative, visual, and systematic design, this *booklet* is designed to be interesting and easy to understand independently by students. Based on the results of observations during learning activities and activities in the school environment, several forms of student indiscipline were still found, such as being late to school, lack of order in the use of uniform attributes, and delays in collecting assignments. In addition, there are students who are not consistent in obeying class rules, such as using gadgets outside the provisions or not maintaining order during the change of class hours.

At the *definition stage*, interviews were conducted with several students, information was obtained that they were more interested in short, visual, and not too long media in its presentation. Delivering advice orally or in the form of long texts is considered less interesting and easy to forget. Therefore, the characteristics of high school students who tend to be visual and

responsive to attractive designs are the basis for consideration in booklet development.

After analyzing the counseling guidance curriculum, then the material in

Eligibility Percentage	Categories
81–100%	Highly Worth It
61–80%	Worthy
41–60%	Quite Decent
21–40%	Less Worthy
0–20%	Not Eligible

the booklet is comprehensively compiled, including the conceptualization of discipline, urgency, and its significance to the achievement of academic achievement. In addition to containing forms of discipline in schools and the logical consequences of violations of discipline, this media also presents concrete examples of the application of discipline in daily activities. The material approach is designed so that students not only understand regulations textually, but also are able to internalize the practical benefits of discipline as a support for future success.

The existence of this media can strengthen the function of character development at SMA Negeri 2 Seluma by becoming a constant visual reminder, so that the culture of discipline can be gradually embedded. In addition, the media also supports the role of BK teachers, homeroom teachers, and school management in building a more directed, consistent, and sustainable coaching system for the sake of creating an orderly, conducive, and characterful school environment.

At the *design stage*, systematic planning was carried out for the development of the booklet.

Design Results Description Table

Booklet Section		Description					
Cover		Containing the title " <i>STUDENT DISCIPLINE BOOKLET</i> ", TAGLINE " <i>Discipline Today, Success in the Future</i> ", school identity (SMA Negeri 2 Seluma), and the name of the compiler (Meza Hadevi).					
	Purpose / Foreword	It contains an explanation that discipline is a positive habit in shaping students' character and responsibility. This booklet is compiled as a medium for fostering and strengthening the culture of discipline in schools.					
	Content	<table border="1"> <tbody> <tr> <td>Definition of Discipline</td> <td>Explain the meaning of discipline as an attitude of obedience to rules with self-awareness, not due to coercion, including the ability to manage time and maintain behavior.</td> </tr> <tr> <td>The Benefits of Discipline</td> <td>Describe the benefits of discipline such as improving learning achievement, forming responsibility, creating an orderly environment, and being a provision for future success.</td> </tr> <tr> <td>Form of Discipline</td> <td>Explain the four pillars of discipline: time discipline (coming on time), learning discipline (focus in class), discipline</td> </tr> </tbody> </table>	Definition of Discipline	Explain the meaning of discipline as an attitude of obedience to rules with self-awareness, not due to coercion, including the ability to manage time and maintain behavior.	The Benefits of Discipline	Describe the benefits of discipline such as improving learning achievement, forming responsibility, creating an orderly environment, and being a provision for future success.	Form of Discipline
Definition of Discipline	Explain the meaning of discipline as an attitude of obedience to rules with self-awareness, not due to coercion, including the ability to manage time and maintain behavior.						
The Benefits of Discipline	Describe the benefits of discipline such as improving learning achievement, forming responsibility, creating an orderly environment, and being a provision for future success.						
Form of Discipline	Explain the four pillars of discipline: time discipline (coming on time), learning discipline (focus in class), discipline						

		obeying rules (uniform according to rules), and responsibility discipline (being honest and admitting mistakes).
	School Rules	Contains student obligations such as being present on time, using uniforms according to the provisions, following lessons in an orderly manner, being polite, and maintaining the cleanliness of the school environment.
	Behavioral Impact	Presenting a comparison between disciplined behavior (achievement increases and is trusted by teachers) and undisciplined behavior (falling behind in lessons and obtaining educational sanctions).
	Tips for Becoming Disciplined	It contains practical steps such as creating a daily schedule, preparing school supplies at night, arriving early, and not procrastinating work.
	Self-Reflection	Contains self-evaluation questions related to punctuality and responsibility in doing assignments, as well as columns of student commitment to improve discipline.
	Closing	It contains a motivational message that discipline is the key to success and an invitation to build a culture of discipline at SMA Negeri 2 Seluma.

The process began with the collection of materials from the rules of SMA Negeri 2

Seluma rules, character education books, and relevant scientific references that were adapted to the development of high school students. The researcher also collected contextual visual illustrations, such as examples of disciplined behavior and neatness of dressing, taking into account educational aspects and attractiveness. The structure of *the booklet* is systematically arranged including *the cover*, foreword, main material (definition to disciplinary motivation), self-reflection, and closing.

The initial script was prepared using Microsoft Word 2019, which was then developed into visual design through the Canva application. The design focus includes layouts, typography, and color schemes that are communicative to adolescent students. In addition to the product, the researcher compiled a validation instrument for material, language, and graphic aspects using a four-level assessment scale. This instrument is equipped with advice columns from expert validators to ensure the feasibility of the product before testing.

Furthermore, the development stage was carried out. The results of the teacher's response questionnaire to the booklet developed showed that the total score was 90%. Based on practicality criteria, this percentage is included in the Very Practical category.

This shows that the booklet developed is considered very easy to use in the learning process, helps teachers in delivering discipline materials, and supports the formation of students' discipline character. In addition, in terms of appearance, language, and layout, the booklet has met the aspects of clarity, attractiveness, and good readability so that it can support the effectiveness of learning in the classroom.

Validation of material and media experts shows that *the discipline booklet* meets the eligibility criteria in terms of content, language, presentation, and graphics. Revisions based on expert input have been proven to improve product quality before implementation (Rahmawati, 2022; Sari & Mulyono, 2021). Procedurally, this is in line with the 4D model which emphasizes expert validation as a guarantor of product relevance in learning (Prasetyo, 2020; Hidayat, 2023). From the substance aspect, the *booklet material* has been adjusted to the needs of SMA Negeri 2 Seluma and the Strengthening Character Education policy to form the Pancasila Student Profile (Ministry of Education and Culture, 2022). Visually, communicative design and contextual illustrations have been proven to increase the attractiveness and retention of students' information (Wulandari, 2021; Arifin, 2024).

The practicality test showed very positive results, namely a score of 90% (Very Practical) from 60 students and 95% (Very Practical) from teachers. These findings confirm that contextual print media has a high acceptance rate (Putri, 2021; Lestari, 2023). Students consider this product to facilitate conceptual understanding, while teachers consider it flexible for systematic character development (Yuliana, 2023; Firmansyah, 2024).

Thus, through the support of a strong theoretical foundation and comprehensive empirical test results, this booklet can be declared very feasible and practical to be used as a preventive instrument in building and strengthening student discipline. This feasibility is not only based on the suitability of the content with pedagogical principles, but also on the relevance of the material to the real needs of students in the school

environment. This booklet is designed by considering cognitive, affective, and psychomotor aspects, so as to be able to provide a complete understanding while encouraging gradual and sustainable changes in student behavior.

From the theoretical side, this booklet refers to various concepts of character education and behavior management that emphasize the importance of habituation, example, and strengthening disciplinary values in daily life. The material presented is not only informative, but also reflective and applicative, so that students not only know the importance of discipline, but are also able to internalize these values in real actions. The systematic and communicative content preparation makes this booklet easy to understand by various groups of students with diverse backgrounds.

Meanwhile, from the results of empirical tests that have been carried out, this booklet shows a high level of practicality in its use. This can be seen from the ease of students in accessing and understanding the content of the material, as well as the flexibility of its use both inside and outside the classroom. Teachers can also easily integrate this booklet into the learning process without requiring significant additional time and resources. The positive response from students and teachers is an indicator that this booklet is not only conceptually feasible, but also effective in its implementation.

Furthermore, as a preventive instrument, this booklet has a strategic role in preventing the occurrence of indisciplined behavior from an early age. The approach used in this booklet places more emphasis on prevention efforts than action, so that students are directed to understand the consequences of each action and are

motivated to behave disciplined consciously. With clear guidelines, interesting illustrations, and concrete examples, this booklet can be a persuasive medium in forming positive habits for students.

Another advantage of this booklet lies in its practical and easy-to-replicate nature. Educational institutions can adopt and develop this booklet according to the characteristics and needs of each school. Thus, this booklet is not only a research product, but also has a high use value in daily educational practices.

Overall, the existence of this booklet makes a very significant contribution to efforts to improve student discipline through an approach that is not only educational, but also preventive and humanist. The educational approach is reflected in the presentation of material that is structured, easy to understand, and able to provide a comprehensive understanding to students about the importance of discipline in daily life. Students are not just given rules, but are invited to understand the meaning, purpose, and benefits of the discipline attitude itself, so that a stronger internal awareness is formed.

On the other hand, the preventive approach carried out in this booklet shows its strategic role as a preventive tool against indisciplined behavior. By providing an early understanding, accompanied by concrete examples and illustrations relevant to students' lives, this booklet is able to form a positive mindset and direct students to avoid deviant behavior before it happens. This approach is much more effective than repressive actions, because it instills the value of discipline from within the student, not just because of pressure or punishment.

The humanist approach integrated in this booklet makes students the main subject

in the character formation process. This booklet is not patronizing, but rather inviting, guided, and motivating students to develop consciously and responsibly. The communicative language, attractive presentation, and contextual content make this booklet close to the world of students, making it easier to accept and internalize. This is important because character building, including discipline, requires an approach that touches on the emotional and psychological aspects of the student.

Furthermore, this booklet also makes a real contribution in supporting the creation of an orderly and conducive educational environment. When students have a good level of discipline, the learning process will take place more effectively, the interaction between teachers and students will be more harmonious, and the school atmosphere will be more comfortable and productive. This booklet can serve as a shared guide that helps align understanding between students, teachers, and the school about the importance of discipline as part of school culture.

In addition, as a learning medium, this booklet has advantages in terms of flexibility and ease of use. Teachers can use it as a supporting teaching material, a medium for discussion, and a means of reflection for students. Meanwhile, students can use it independently as inspirational and applicable reading material. Thus, this booklet not only functions in the context of formal learning in the classroom, but also plays a role in informal learning that takes place outside the classroom.

In the end, this booklet deserves to be used as an alternative learning media as well as an effective instrument for character development. Its existence not only provides a short-term impact in improving student

discipline, but also contributes to long-term character building. Through optimal utilization, this booklet is expected to be able to help create a generation that is not only academically intelligent, but also has noble morals, high responsibility, and the ability to manage themselves in facing various life challenges. Thus, the goal of holistic and sustainable education can be achieved more optimally.

Conclusion

Based on the entire series of development processes, it can be concluded that the student discipline booklet developed has met the criteria of very high validity and an excellent level of practicality. This media has proven to be able to present disciplinary values in an attractive and easy-to-understand format, so it is worthy of being integrated into the information service program at SMA Negeri 2 Seluma. It is recommended to the school to distribute this booklet widely to all students, not only limited to the subject of the trial. BK teachers should use this booklet as an instrument in a focused group discussion about character. For the next researcher, it is recommended to conduct experimental research to quantitatively measure the effect of the use of this booklet on reducing the number of school discipline violations in the long term.

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