

## THE RELATIONSHIP BETWEEN THE CLEAN SCHOOL PROGRAM WITHOUT CLEANING SERVICE AND THE DISCIPLINE CHARACTER OF STUDENTS IN GRADE VIII OF SMPIT DINAMIKA UMAT

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### ABSTRACT

*The School Cleanliness Program without Cleaning Service is a habituation-based program that involves students in maintaining the school environment to foster discipline and responsibility. This study aimed to examine the relationship between the program and the discipline character of eighth-grade students at SMPIT Dinamika Umat. A quantitative correlational design was employed with 61 students selected through total sampling. Data were collected using valid and reliable questionnaires measuring the program and students' discipline character. The results showed that both the implementation of the program (60.7%) and students' discipline character (62.3%) were predominantly in the moderate category. Pearson Product-Moment analysis revealed a positive and significant relationship between the program and students' discipline character ( $r = 0.266$ ;  $p = 0.038$ ;  $p < 0.05$ ), indicating a low level of correlation. These findings suggest that better program implementation tends to be associated with higher student discipline. Therefore, the program can support character education through consistent habituation and active student participation. For Guidance and Counseling services, the program can be utilized as a practical context for classical guidance, group guidance, and counseling to strengthen students' discipline, responsibility, and environmental awareness.*

**Keywords:** School Cleanliness Program, Discipline Character, Guidance and Counseling.

### INTRODUCTION

Education focuses not only on academic excellence but also on the character development of students. This is in line with Law No. 20 of 2003 on the National Education System, which emphasizes that education aims to shape individuals of noble character who are independent and responsible. Therefore, the success of education is also measured by character development in schools, one aspect of which is discipline. Based on Hurlock's (1978) theory of child development, effective discipline must be supported by four main components: rules as guidelines for behavior, consequences for violations, rewards for positive actions, and consistency in their application. These four components form the fundamental theoretical foundation for fostering rule compliance and positive habits among students in the school environment.

However, various studies indicate that fostering students' discipline still faces numerous challenges in practice. Saputra et al. (2026) revealed that undisciplined behaviors such as arriving late, violating school rules, and showing a lack of responsibility toward academic tasks are still frequently observed. In line with this, Wulandari et al. (2023) state that discipline-based character education in schools is often focused solely on conveying normative knowledge without being balanced by sustained habit formation. Hermatasyah (2022) emphasizes that disciplinary violations are influenced by both internal and external factors, including the school environment. This indicates that the school environment plays a strategic role in fostering disciplined behavior through cultural engineering and consistent practice.

From a Guidance and Counseling perspective, the development of discipline is closely linked

to the development of self-control and the process of social learning (Mubarok et al., 2023). This aligns with Myrick's (2011) Developmental Guidance Theory, which posits that students' developmental tasks including independence and self-discipline do not develop instantly but must be facilitated through purposeful interactions within their ecological environment. Mursyidi and Kadir (2021) as well as Saputra et al. (2026) explain that the implementation of discipline programs accompanied by guidance and social interaction can help students internalize disciplinary values to the point where they arise from self-awareness. Specifically, the findings of Dahlia et al. (2019) demonstrate that students' disciplinary behavior can be significantly improved through the implementation of group guidance services that employ the Positive Behavior Support approach. In line with this, Khairat Hsb (2020) emphasizes that group guidance interventions are also effective in fostering self-control and resilience through self-instruction techniques. This series of findings indicates that fostering discipline requires Guidance and Counseling strategies that provide continuous learning experiences and habit formation in schools, as found by Murtiningsih (2021) and reinforced by Talib et al. (2023).

One form of school strategy in character development is through the design of habit-forming programs. Theoretically, a program is a series of activities that are systematically planned, have specific objectives, and are implemented continuously within an educational setting (Arikunto, 2010). In the context of character development, Mulyasa (2013) emphasizes that habit-forming programs serve as a medium for behavioral practice carried out repeatedly until independent habits are formed in students. One unique form of an environment-based habit-forming program is the "Clean School Without Cleaning Service" Program implemented at SMPIT Dinamika Umat. This program eliminates the use of commercial cleaning staff and shifts the responsibility for maintaining the school environment to an active collaboration between students and teachers. Through direct involvement in this structured program, students are conditioned to take responsibility, work together, and consistently follow hygiene rules.

Although the "Clean School Without Cleaning Service" Program was designed as a potential tool for character building, the results of a preliminary study conducted through field observations and initial discussions with Guidance and Counseling Teachers at SMPIT Dinamika Umat indicate the presence of dynamics that require closer attention. Based on a review of disciplinary records and the daily school duty logs, it was found that some groups of students still fail to consistently carry out their cleaning duties when not under direct supervision or guidance from teachers. This phenomenon aligns with the results of discussions with Guidance and Counseling Teachers, which show that some students still view this program merely as a daily physical routine or a formal school obligation, rather than as a tool for fostering moral values and cultivating self-discipline. This situation highlights a gap between the ideal objectives of the habit-forming program and the level of internalized disciplinary compliance among students.

To date, previous research has largely focused on habit-forming programs or Guidance and Counseling services in general; thus, the "Clean School Without Cleaning Service" program as a school-hygiene-based habit-forming initiative has never been specifically studied in relation to the development of students' disciplined character from a Guidance and Counseling perspective. Given the urgency and nature of this issue, the researcher is interested in examining this problem scientifically through a quantitative study titled "The Relationship Between the 'Clean School Without Cleaning Service' Program and Students' Discipline at SMPIT Dinamika Umat."

This study aims to determine: 1) the level of implementation of the “Clean School Without Cleaning Service” program at SMPIT Dinamika Umat, 2) the level of students’ disciplinary character at SMPIT Dinamika Umat, and 3) the relationship between the “Clean School Without Cleaning Service” program and students’ disciplinary character at SMPIT Dinamika Umat. This study is expected to provide empirical contributions to the development of character education programs and to strengthen the implementation of guidance and counseling services at the school.

## METHODS

This study employs a quantitative approach with a correlational design. According to Creswell (2018), quantitative research is an approach to objectively test theories by examining the relationships between variables measured using instruments so that the data can be statistically analyzed. A correlational design is used to determine whether or not a relationship exists between two variables without manipulating the variables under study. In this study, a correlational design was used to examine the relationship between the “Clean School Without Cleaning Service” Program and students’ disciplinary behavior.

The population in this study consisted of all 61 eighth-grade students at SMPIT Dinamika Umat. The sampling technique used was total sampling, in which the entire population was included as the study sample. Thus, the sample size in this study was 61 students. Data collection was conducted using instruments in the form of a “Clean School Without Cleaning Service” program questionnaire and a disciplinary behavior questionnaire. The instruments consisted of 17 items for the “Clean School Without Cleaning Service” program variable and 20 items for the disciplinary character variable.

The “Clean School Without Cleaning Service” program instrument was developed by the researcher based on four indicators: cleaning the classroom, maintaining school cleanliness, routine duty shifts, and responsibility toward the school environment. Meanwhile, the discipline character instrument was adapted from Dewanti et al. (2024). Both instruments use a Likert scale with five response categories: Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), and Strongly Agree (SA), as developed by Likert (1932). According to Azwar (2021), the Likert scale is one of the measurement techniques widely used in psychological and educational research because it can systematically measure attitudes, perceptions, and individual response tendencies toward a particular object.

The item list for the “Clean School Without Cleaning Service” program instrument was developed based on four indicators: cleaning the classroom, maintaining school cleanliness, routine duty shifts, and responsibility toward the school environment. Meanwhile, the framework for the discipline character instrument was developed based on Hurlok’s (1978) theory, namely Rules, Punishment, Reward, and Consistency. The discipline character instrument uses a tool adapted from Dewanti et al. (2024). Overall, the “Clean School Without Cleaning Service” program instrument consists of 17 items, while the discipline character instrument consists of 20 items. Before being used in data collection, the instrument first underwent an expert review process to assess the alignment of the statement items’ content with the research constructs and context. Subsequently, item validity testing was conducted using the Corrected Item-Total Correlation (CITC) values from the IBM SPSS Statistics output. The CITC value for each item was used as a

criterion and compared against a significance level of 5% with degrees of freedom (df) = . An item was deemed valid if the CITC value met the criterion, while it was deemed invalid if it did not. This approach was used to assess the relationship between each item and the construct being measured. The use of Corrected Item-Total Correlation as a criterion and its comparison against the significance level has also been employed in previous studies.

Based on the validity test results for the 37 items of the “Clean School Without Cleaning Service” program instrument, 17 items met the validity criteria, while the remaining 20 items did not meet the criteria and were not used in the study. Next, the 17 items deemed valid were tested for reliability using Cronbach’s Alpha. The instrument was considered reliable if the Cronbach’s Alpha value was greater than 0.60. The results of the instrument’s validity and reliability tests are presented in Tables 1.1, 1.2, and 1.3.

**Table 1.1** Results of the Questionnaire Validity Test  
Clean Schools Without Cleaning Services

| Item-Total Statistics |                               |                                   |                                         |                                        |
|-----------------------|-------------------------------|-----------------------------------|-----------------------------------------|----------------------------------------|
|                       | Scale Mean if<br>Item Deleted | Scale Variance<br>if Item Deleted | Corrected Item-<br>Total<br>Correlation | Cronbach's<br>Alpha if Item<br>Deleted |
| V2                    | 43,06                         | 24,309                            | ,224                                    | ,761                                   |
| V3                    | 43,06                         | 22,434                            | ,654                                    | ,735                                   |
| V4                    | 44,76                         | 24,191                            | ,038                                    | ,794                                   |
| V5                    | 43,24                         | 22,316                            | ,614                                    | ,735                                   |
| V9                    | 43,94                         | 22,809                            | ,321                                    | ,755                                   |
| V15                   | 43,65                         | 22,243                            | ,523                                    | ,738                                   |
| V17                   | 45,18                         | 22,779                            | ,407                                    | ,747                                   |
| V19                   | 43,53                         | 22,515                            | ,513                                    | ,740                                   |
| V20                   | 43,62                         | 22,527                            | ,519                                    | ,734                                   |
| V22                   | 43,94                         | 22,559                            | ,306                                    | ,757                                   |
| V23                   | 43,82                         | 21,529                            | ,437                                    | ,744                                   |
| V24                   | 43,59                         | 21,882                            | ,551                                    | ,735                                   |
| V26                   | 43,41                         | 23,257                            | ,435                                    | ,748                                   |
| V28                   | 43,35                         | 22,368                            | ,613                                    | ,735                                   |
| V30                   | 44,12                         | 24,735                            | -,004                                   | ,794                                   |
| V35                   | 43,65                         | 22,993                            | ,503                                    | ,744                                   |
| V37                   | 45,18                         | 22,279                            | ,354                                    | ,752                                   |

**Table 1.2** Conclusions of the Questionnaire Validity Test Results

### Clean Schools Without Cleaning Services

| Conclusion | Statement Number                                                               | Total |
|------------|--------------------------------------------------------------------------------|-------|
| Valid      | 2, 3, 4, 5, 9, 15, 17, 19, 20, 22, 23, 24, 26, 28, 30, 35, 37                  | 17    |
| Invalid    | 1, 6, 7, 8, 10, 11, 12, 13, 14, 16, 18, 21, 25, 27, 29, 31, 32, 33, 34, 36, 37 | 20    |

**Table 1.3** Results of the Questionnaire Reliability Test  
Clean Schools Without Cleaning Services

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| ,763                   | 16         |

Based on Table 1.2, it can be interpreted that for the “Clean School Program Without Cleaning Services” variable, 9 respondents (14.8%) fell into the low category, 37 respondents (60.7%) fell into the moderate category, and 15 respondents (24.6%) fell into the high category. Based on these results, it can be concluded that the majority of the implementation levels of the “Clean School Without Cleaning Service” program among eighth-grade students at SMPIT Dinamika Umat fall into the moderate category, indicating that the program’s implementation has been proceeding fairly well, although there are still several aspects that need improvement to optimize its implementation.

Next, a frequency distribution analysis was conducted to determine the students’ levels of discipline, which were categorized into three categories: low, moderate, and high.

## RESULT AND DISCUSSION

Based on data from eighth-grade students at SMPIT Dinamika Umat, the respondents’ answers to the “Clean School Without Cleaning Service” program questionnaire were analyzed using frequency counts to determine the level of program implementation, which was categorized into three levels: low, medium, and high. The criteria for the “Clean School Without Cleaning Service” program categories are presented in the following table:

**Tabel 2.1** Categories of  
the “Clean School Without Cleaning Services” Program

| Score Interval         | Category |
|------------------------|----------|
| $X < 53,57$            | Low      |
| $53,57 \leq X < 63,46$ | Medium   |
| $X \geq 63,46$         | High     |

Next, the results of this categorization are presented in the form of a relative frequency distribution, as shown in the following table:

**Table 2.2** Frequency Distribution of  
Clean Schools Without Cleaning Services

| Sekolah Bersih Tanpa <i>Cleaning Service</i> |          |           |         |               |                    |
|----------------------------------------------|----------|-----------|---------|---------------|--------------------|
|                                              |          | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                        | Low      | 9         | 14,8    | 14,8          | 14,8               |
|                                              | Moderate | 37        | 60,7    | 60,7          | 75,4               |
|                                              | High     | 15        | 24,6    | 24,6          | 100,0              |
|                                              | Total    | 61        | 100,0   | 100,0         | 61                 |

**Table 2.3** Categories of Discipline Traits

| Score Interval         | Category |
|------------------------|----------|
| $X < 59,11$            | Low      |
| $59,11 \leq X < 69,39$ | Moderate |
| $X \geq 69,39$         | High     |

Next, the data are presented in a relative frequency distribution table, as follows:

**Table 2.4** Categories of Discipline Character Variables

| Discipline Character |        |           |         |               |                    |
|----------------------|--------|-----------|---------|---------------|--------------------|
|                      |        | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                | Low    | 13        | 21,3    | 21,3          | 21,3               |
|                      | Medium | 38        | 62,3    | 62,3          | 83,6               |
|                      | High   | 10        | 16,4    | 16,4          | 100,0              |
|                      | Total  | 61        | 100,0   | 100,0         |                    |

Based on the table above, it can be interpreted that the discipline variable shows that 13 respondents (21.3%) fall into the low category, 38 respondents (62.3%) fall into the moderate category, and 10 respondents (16.4%) fall into the high category. Based on these results, it can be concluded that the majority of eighth-grade students at SMPIT Dinamika Umat fall into the moderate category for discipline, indicating that most students demonstrate a fairly good level of discipline in following rules, fulfilling responsibilities, and maintaining order within the school environment.

In this study, the linearity test was conducted by examining the significance value for "Deviation from Linearity." If the significance value is  $> 0.05$ , the data exhibit a linear relationship; if the significance value is  $< 0.05$ , the data do not exhibit a linear relationship.

**Table 2.5** Linearity Test Results

| ANOVA Table |
|-------------|
|-------------|

|                                                                    |                |                          | Sum of Squares | df | Mean Square | F     | Sig. |
|--------------------------------------------------------------------|----------------|--------------------------|----------------|----|-------------|-------|------|
| Discipline * A<br>Clean School<br>Without a<br>Cleaning<br>Service | Between Groups | (Combined)               | 332,919        | 18 | 18,495      | ,620  | ,863 |
|                                                                    |                | Linearity                | 111,999        | 1  | 111,999     | 3,756 | ,059 |
|                                                                    |                | Deviation from Linearity | 220,919        | 17 | 12,995      | ,436  | ,967 |
|                                                                    | Within Groups  |                          | 1252,393       | 42 | 29,819      |       |      |
|                                                                    | Total          |                          | 1585,311       | 60 |             |       |      |

**Table 2.6** Results of the Normality Test  
One-Sample Kolmogorov-Smirnov Test  
Unstandardized Residual

|                                  |                |                     |
|----------------------------------|----------------|---------------------|
| N                                |                | 61                  |
| Normal Parameters <sup>a,b</sup> | Mean           | ,0000000            |
|                                  | Std. Deviation | 4,95532062          |
| Most Extreme Differences         | Absolute       | ,096                |
|                                  | Positive       | ,051                |
|                                  | Negative       | -,096               |
| Test Statistic                   |                | ,096                |
| Asymp. Sig. (2-tailed)           |                | ,200 <sup>c,d</sup> |

Based on the table above, the significance value of 0.200 is greater than 0.05 ( $0.200 > 0.05$ ). Therefore, it can be concluded that the data are normally distributed.

In this study, the researcher used the Pearson product-moment correlation test with the assistance of SPSS (Statistical Product and Service Solutions) version 24 to test the hypothesis. The Pearson correlation was used because the data were normally distributed. The purpose of this test was to statistically prove the relationship between variables; in this study, the focus was on the relationship between the “Clean School Without Cleaning Service” Program and disciplinary behavior.

The guidelines for understanding and interpreting the correlation coefficient are based on the following provisions:

**Table 2.7** Guidelines for Interpreting Correlation Coefficients

| No | Coefficient Interval | Correlation Level |
|----|----------------------|-------------------|
|----|----------------------|-------------------|

|   |              |             |
|---|--------------|-------------|
| 1 | 0,00 – 0,199 | Very Low    |
| 2 | 0,20 – 0,399 | Low         |
| 3 | 0,40 – 0,599 | Moderate    |
| 4 | 0,60 – 0,799 | Strong      |
| 5 | 0,80 – 1,000 | Very Strong |

**Table 2.8** Results of the Correlation Test between the “Clean School Without Cleaning Services” Program and Discipline Character

| Correlations                                    |                     |                                                 |                      |
|-------------------------------------------------|---------------------|-------------------------------------------------|----------------------|
|                                                 |                     | Clean School Program Without a Cleaning Service | Discipline Character |
| Clean School Program Without a Cleaning Service | Pearson Correlation | 1                                               | ,266*                |
|                                                 | Sig. (2-tailed)     |                                                 | ,038                 |
|                                                 | N                   | 61                                              | 61                   |
| Discipline Character                            | Pearson Correlation | ,266*                                           | 1                    |
|                                                 | Sig. (2-tailed)     | ,038                                            |                      |
|                                                 | N                   | 61                                              | 61                   |

The following are the results of the correlation test using Pearson’s product-moment correlation analysis.

Based on the results of the Pearson product-moment correlation test, a correlation coefficient of 0.266 was obtained with a significance value of 0.038. This indicates a positive relationship between the “Clean School Without Cleaning Service” Program and students’ discipline in the low category. A hypothesis test was conducted to determine the relationship between the “Clean School Without Cleaning Service” Program and students’ discipline. The analysis results showed a significance level of  $0.038 < 0.05$ ; therefore,  $H_0$  was rejected and  $H_1$  was accepted. Thus, there is a significant relationship between the “Clean School Without Cleaning Service” Program and students’ discipline.

First, this study demonstrates that there is a significant positive relationship between the “Clean School Without Cleaning Service” Program and students’ disciplinary behavior. Based on the results of the analysis using Pearson’s product-moment correlation, a correlation coefficient of 0.266 was obtained with a significance value of 0.038; thus, the better the implementation of the

“Clean School Without Cleaning Service” Program, the more students’ disciplinary behavior tends to improve.

The results of this study are consistent with Hurlock’s (1978) theory, which states that the development of discipline is influenced by four components: rules, punishment, rewards, and consistency. The “Clean School Without Cleaning Service” program implements these four components through the assignment of cleaning duties, teacher supervision, the provision of recognition, and consistent reinforcement. Through this process, students learn to follow rules and take responsibility, allowing the value of discipline to be internalized as part of their character.

The findings of this study are also supported by Papalia et al. (2014), who explain that discipline is a process of developing self-control, enabling students to regulate their behavior in accordance with established rules. In line with this, Mubarak et al. (2023) state that a school environment that consistently fosters positive habits will shape disciplined behavior through the processes of habit formation and social learning.

The results of this study are consistent with the research by Murtiningsih (2021), which showed that habit-forming programs in schools can improve students’ discipline. These findings are reinforced by Talib et al. (2023), who demonstrated that the development of discipline and responsibility is more effective when carried out through consistent habit formation supported by the entire school community. In line with this, Utomo and Setyadi (2022) explain that instilling discipline and a sense of responsibility is not sufficient through the mere formulation of school rules alone; it also requires consistent enforcement of these rules and exemplary behavior from the entire school community.

These findings are also supported by Hendra and Hasanah (2024), who show that implementing classroom duty rotations, fostering habits of maintaining a clean school environment, and providing consistent reinforcement can strengthen students’ discipline and spirit of cooperation. In line with this, Halimah (2024) explains that a school-cleanliness-based habit-forming program through the “Clean, Neat, Orderly, Organized, and Well-Maintained” (BR3T) activities contributes to the development of discipline because students are accustomed to maintaining cleanliness, order, and responsibility toward the school environment on an ongoing basis. These findings further reinforce that the “Clean School Without Cleaning Service” program not only serves to maintain the cleanliness of the school environment but also acts as a medium for character development through continuous habit formation. These findings are supported by research by Addawiyah and Kasriman (2023), which states that a disciplined character is influenced by habit formation, teachers’ exemplary behavior, the provision of rewards, and the consistent enforcement of rules. Furthermore, Firmansyah et al. (2025) also explain that a culture of discipline in schools can enhance students’ sense of responsibility through active participation in various school activities.

From a guidance and counseling perspective, the results of this study indicate that the “Clean School Without Cleaning Service” Program supports developmental functions through the cultivation of positive behaviors. Prayitno and Amti (2004) and Yusuf and Nurihsan (2005) explain that guidance and counseling services aim to help students develop positive behaviors through sustained practice. Therefore, the “Clean School Without Cleaning Service” Program can serve as one form of character education implementation that supports the development of student discipline.

However, a correlation coefficient of 0.266 indicates that the relationship between the “Clean School Without Cleaning Service” Program and disciplinary character falls into the low category. This suggests that disciplinary character is influenced not only by the “Clean School Without Cleaning Service” program but also by other factors, such as family environment, parenting styles, consistency in enforcing rules, teacher support, peer influence, motivation to learn, and school culture (Hurlock, 1978; Arodani et al., 2025).

## CONCLUSION

Based on the results of the study on “The Relationship Between the ‘Clean School Without Cleaning Service’ Program and the Discipline of Eighth-Grade Students at SMPIT Dinamika Umat,” it was concluded that the level of implementation of the “Clean School Without Cleaning Service” program was predominantly in the moderate category, as evidenced by 37 respondents (60.7%) falling into this category. Furthermore, the level of discipline among eighth-grade students at SMPIT Dinamika Umat was also predominantly in the moderate category, as evidenced by 38 respondents (62.3%) falling into this category. The results of the Pearson Product-Moment correlation test showed a correlation coefficient of 0.266 with a significance level of 0.038 ( $p < 0.05$ ). This indicates that there is a positive and significant relationship—albeit of low strength—between the “Clean School Without Cleaning Service” Program and the disciplinary character of eighth-grade students at SMPIT Dinamika Umat. This positive relationship suggests that the better the implementation of the “Clean School Without Cleaning Service” Program, the more likely students’ disciplinary character is to improve.

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