

## HOW COLLEGE LIFE QUALITY AFFECTS STUDENT DISCIPLINARY BEHAVIOR

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### **Abstract**

*This study examines the relationship between the quality of college life (QCL) and students' disciplinary behavior. Using a correlational quantitative approach, it analyzes data from 105 university students across cohorts from 2021 to 2024. The sample consists of students from a private university in Bekasi. QCL, encompassing academic and social satisfaction, is the independent variable, while disciplinary behavior, reflecting adherence to campus regulations, is the dependent variable. Data collection employed a Likert-scale instrument, and statistical analysis included correlation and regression tests. Results show a significant positive relationship between QCL and disciplinary behavior, with a correlation coefficient of 0.652 and a regression model indicating that a 1% increase in QCL corresponds to a 0.597% rise in discipline. The  $R^2$  value of 0.433 suggests that QCL accounts for 43.3% of the variance in disciplinary behavior, with the remainder influenced by external factors like parental roles and self-awareness. Respondents were categorized into three levels of discipline: very high (31.4%), slightly high (35.2%), and moderate (33.3%). The findings emphasize that enhancing QCL can foster better discipline, contributing positively to academic success and overall student well-being. This research underscores the importance of a conducive campus environment in shaping disciplined behaviors.*

**Keywords:** college life quality, disciplinary behavior, student satisfaction, academic success, campus environment

### **INTRODUCTION**

The implementation of rules and regulations within the campus environment aims to shape students' character. However, this goal is challenging to achieve if students do not adhere to the established rules. Therefore, a disciplined attitude becomes crucial for the effective functioning of these regulations in shaping students' personalities. Faqihudin et al (2022) define discipline as a condition formed through behaviors that reflect values such as obedience, compliance, loyalty, orderliness, and regularity. Thus, disciplinary education in higher education is expected to enhance students' professional abilities in their respective fields (Daineko, 2020).

Unfortunately, many students still lack awareness of the importance of discipline, leading to frequent rule violations (Bishop et al., 2022). Ramadhani et al., (2023) found various cases of academic ethics violations, including cheating, falsification of academic documents, exam impersonation, plagiarism, inter-student organization brawls, theft, vandalism of campus facilities, and misuse of campus facilities and e-journal access. Other actions such as unauthorized activities, ethnic or religious insults, indecent behavior, dating violence, and intimidation were also recorded.

Students also often neglect academic obligations, such as delaying assignments (Syahrial et al., 2022). (Akah et al., 2022) noted that common reasons for such delays include the perception of ample deadlines, an uncondusive environment, lack of interest in the course, or discomfort with the teaching lecturer.

Additionally, issues of dress code propriety are concerning. (Jena, 2015) reported an incident where a lecturer sternly reprimanded and expelled a student from class for inappropriate attire. Proper clothing reflects self-respect and trains students to dress according to situational norms.

Indiscipline among students is caused by various factors, both internal and external. Internal factors arise when individuals set their own behavioral standards, while external factors occur when individuals compare themselves to their surroundings (Hagger & Hamilton, 2019). (Kurniawan et al., 2022) adds that the environment is a significant factor influencing disciplinary behavior. Therefore, in the educational context, the campus environment as an external factor plays a substantial role in fostering discipline and learning success, measured through the concept of Quality of College Life (QCL).

The QCL concept encompasses the level of satisfaction students experience during their time in higher education, including academic, social, and campus facility aspects (Yu & Lee, 2008). This degree of satisfaction serves as a measure of higher education institutions' success. In student satisfaction theory, QCL is considered a key indicator in creating an effective and efficient learning environment. Therefore, the better the perceived QCL, the higher the likelihood of students feeling comfortable and satisfied, ultimately supporting their academic success. QCL reflects students' perceptions of their well-being as part of the campus community, assessed based on several key aspects. These include psychosocial aspects like student-faculty relationships, physical aspects such as campus size and environment, learning aspects covering curriculum and academic standards, and organizational aspects including facilities, extracurricular activities, and overall student experiences. Positive perceptions of these aspects can encourage students to act in accordance with campus rules and norms (Putri & Lutfianawati, 2023).

QCL has two main dimensions: academic and social. The academic aspect includes satisfaction with faculty, teaching methods, classroom atmosphere, academic workload, academic reputation, and diversity. The social aspect encompasses

satisfaction with the social environment, campus services, spiritual programs, social organizations, and recreational activities provided by the campus (Sirgy et al., 2007) Thus, attention to these dimensions can help create a conducive campus environment for learning and development.

The quality of college life reflects students' perceptions of their well-being as part of the campus community, which is evaluated based on several key aspects. These aspects include psychosocial elements such as relationships between faculty and students, physical aspects like campus size and environment, learning aspects covering curriculum and academic standards, and organizational aspects such as facilities, extracurricular activities, and students' overall experiences during college (Cheng, 2004). Positive perceptions of these aspects can encourage students to act in accordance with the rules and norms prevailing in the campus environment (Aldridge et al., 2016). Discipline is defined as an attitude of respect, adherence, and obedience to applicable rules, both written and unwritten, with a willingness to comply and accept sanctions for any violations (Malik et al., 2024).

This study focuses on student discipline in learning. Common violations include tardiness, littering, truancy, talking during lectures, and delays in signing attendance. Few students exhibit disciplined behaviors, such as disposing of trash properly and arriving on time.

Student discipline in the learning process is a crucial factor influencing educational quality and academic achievement. However, various disciplinary violations like tardiness, littering, truancy, talking during lectures, and delays in signing attendance are still prevalent. Only a minority of students demonstrate disciplined behaviors, such as disposing of trash properly and arriving on time (Angita & Witanto, 2024).

Student discipline in learning significantly impacts their quality of life during higher education. However, frequent disciplinary violations, including tardiness, littering, truancy, talking during lectures, and delays in signing attendance, persist. Few students display disciplined behaviors, such as proper waste disposal and punctuality (Suyudi & Wathon, 2020). Quality of College Life (QCL) encompasses students' satisfaction with academic and social aspects during their studies. Research indicates that good disciplinary behavior can enhance academic satisfaction, contributing positively to overall QCL (Elistia et al., 2023). Conversely, a lack of discipline can impede academic achievement and diminish students' quality of life (Aprodita, 2021). Several studies have developed and validated QCL measures to assess student well-being. For instance, Sirgy et al., (2007) developed a model measuring student satisfaction with academic and social aspects, contributing to overall QCL. Therefore, this study aims to analyze the relationship between student disciplinary behavior in learning and Quality of College Life (QCL). It is hoped that the findings will provide deeper insights into the importance of discipline in enhancing students' quality of life during their studies.

## RESEARCH METHOD

This study employs a correlational quantitative approach, emphasizing the analysis of numerical data using statistical methods. Correlational research aims to investigate the relationship between two or more variables, in this case, Quality of College Life (QCL) as the independent variable and students' disciplinary behavior as the dependent variable. This approach aligns with the research objective, which is to empirically examine the relationship between QCL and students' disciplinary behavior.

This study involves two main variables. The independent variable is QCL, which encompasses students' experiences in college that contribute to feelings of well-being or the lack thereof. The dependent variable is disciplinary behavior, defined as adherence to written and unwritten rules, with aspects such as mental attitude, good understanding, and appropriate behavior. QCL is measured based on two main aspects: the academic aspect and the social aspect (Sirgy et al., 2007).

The population of the study consists of active students, and the sample is taken using a non-probability sampling technique with convenience sampling. This technique selects subjects based on specific criteria, such as ease of accessibility and willingness to participate. (Etikan, Musa, & Alkassim, 2017). The sample size in this study is 100 students. The research subjects were selected from active students who are considered to have college life experience.

The research instrument uses a Likert scale, which measures attitudes, opinions, and perceptions with five score levels, ranging from 1 to 5 (Periantalo, 2016). For the disciplinary behavior variable, favorable items are scored higher for the "frequently" category and lower for the "never" category. Conversely, for unfavorable items, scores are given in reverse. The QCL variable is also assessed using a Likert scale with categories ranging from "very appropriate" to "very inappropriate."

Tabel 1. Blueprint of Disciplinary Behavior

Aspect	Indicator	Number of Items
Mental Attitude	Adhering to regulations.	4
	Developing discipline habits.	4
	Thinking to comply with rules.	4
Pemahaman yang baik	Understanding college regulations.	4
	Understanding the importance of following college norms	4
	Using regulations as a guide to success.	
Sikap kelakuan secara wajar	Seriously implementing rules.	4
	Carefully adhering to rules.	4
	Acting reasonably toward rules.	3

Total	11
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Tabel 2. Blue print Quality of College Life

Aspect	Indicator	Number of Items
Academic	Enjoy the teaching methods. Comfortable with the classroom environment. Content with the workload. Helped by academic services. Proud of the academic reputation. Appreciate academic diversity.	12
Social	Comfortable with the social environment on campus. Enjoy the university programs. Helped by university services. Proud of the student organizations on college Satisfied with the spiritual activity facilities. Enjoy recreational activities.	11
Total		35

## RESULT AND DISCUSSION

The subjects of this study are students from the 2021, 2022, 2023, and 2024 cohorts, with a total of 105 subjects. Below is a description of the subjects in this study.

Tabel 3. Subject Description by Cohort

Category	Number of Subjects	Percentage
2021	11	10,5%
2022	64	61,0%
2023	20	19,0%
2024	10	9,5%
Total	105	100,0%

Tabel 4 Subject Description by Gender

Category	Number of Subjects	Percentage
Perempuan	84	80,0%
Laki-laki	21	20,0%
Total	105	100,0%

The results of this study include the categorization of the research subjects and a two-variable regression test, namely disciplinary behavior and quality of college life. To conduct this test, assumption tests need to be performed first to ensure that the data meets the criteria for parametric testing. These assumption tests include normality test, homogeneity test, and linearity test.

Tabel 5. Categorization of Quality of College Life

Category	Score	Number of Subjects	Percentage
Low	<50,1	3	2.9%
Slightly Low	50,1-66,7	18	17.1%
Moderate	66,7-83,3	40	38.1%
Slightly High	83,3-99,9	35	33.3%
High	99,9	9	8.6%
Total		105	100%

Based on the table above, it shows that 9 subjects fall into the high quality of college life category, representing 8.6%. A total of 35 subjects fall into the slightly high quality of college life category, representing 33.3%. Then, 40 subjects fall into the moderate quality of college life category, representing 38.1%. 18 subjects fall into the slightly low quality of college life category, representing 17.1%, and 3 subjects fall into the low quality of college life category, representing 31.6%.

Tabel 6. Categorization of Disciplinary Behavior

Category	Score	Number of Subjects	Percentage
Low	<70,05	0	0%
Slightly Low	70,05-93,35	0	0%
Moderate	93,35-116,65	35	33.3%
Slightly High	116,65-138,45	37	35.2%
High	>138,45	33	31,4%
Total		105	100%

Based on the table above, it shows that 33 subjects fall into the high disciplinary behavior category, representing 31.4%. A total of 37 subjects fall into the slightly high disciplinary behavior category, representing 45.2%. Additionally, 35 subjects fall into the moderate disciplinary behavior category, representing 33.3%.

Tabel 7. Results of the Normality Test

Kolmogorov-Smirnov<sup>a</sup>

	Statistic	Df	Sig
QCL	.102	105	.009
Disciplinary Behavior	.108	105	.004

Based on the normality test table above using the Lilliefors Significance Correction on the Kolmogorov-Smirnov table, the significance value for the Quality of College Life variable is 0.009 ( $p \leq 0.05$ ). It can be concluded that the data for both the Quality of College Life variable and the Disciplinary Behavior variable are not normally distributed.

Tabel 8. Results of the Linearity Test

		Sum of Squares	df	Mean Square	F	Sig.
QCL * Disciplinary Behavior	(Combined)	15054.617	45	334.547	2.584	.000
	Between Groups	9817.989	1	9817.989	75.820	.000
	Deviation from Linearity	5236.628	44	119.014	.919	.612
	Within Groups	7639.917	59	129.490		
	Total	22694.533	104			

Based on the table above, it can be seen that the Sig. value for Deviation from Linearity is 0.612 ( $p \geq 0.05$ ) and the significance of linearity is 0.000 ( $p \leq 0.05$ ). This indicates that the two variables, Quality of College Life and Disciplinary Behavior, have a linear distribution.

### Analysis/Discussion

Based on the results of the correlation test conducted using Spearman's rho, the correlation coefficient is 0.652\*\* and the significance value is 0.000, which means  $p \leq 0.05$ . This indicates a significant positive relationship between the quality of college life and disciplinary behavior.

Tabel 9. Results of the Correlation Test

Correlation
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			Disciplinary Behavior	QCL
Spearman's rho	Disciplinary Behavior	Correlation Coefficient Sig. (2-tailed) N	1.000 . 105	.652** .000 105
	QCL	Correlation Coefficient Sig. (2-tailed) N	.652** .000 105	1.000 . 105

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Tabel 10. Simple Linear Regression Test

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.356	8.710	.658	.385	.701
Disciplinary Behavior	.597	.067		8.862	.000

a. Dependent Variable: QCL

ANOVA <sup>a</sup>					
Model	Sum of Square	Df	Mean Square	F	Sig.
Regression	9817.989	1	9817.989	78.534	.000 <sup>b</sup>
Residual	12876.544	103	125.015		
Total	22694.533	104			

a. Dependent Variable: QCL

b. Predictors: (Constant), DISIPLIN

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.658 <sup>a</sup>	.433	.427	12.316

a. Predictors: (Constant), QCL



Based on the regression analysis results above, it can be seen that the quality of college life significantly affects disciplinary attitudes with an F value of 78.534 and  $p = 0.000$  or  $p < 0.05$ . Based on these results, it can be concluded that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis is rejected, meaning that the quality of college life affects the disciplinary attitudes of students.

The linear regression equation model is derived from the constant coefficient and the regression coefficient, which can be found in the unstandardized coefficients table. The formula for the simple linear regression equation is  $Y = a + bX$ , so the regression equation is  $Y = 3.356 + 0.597X$ . The regression coefficient is 0.597, which means that for every 1% increase in the quality of college life, disciplinary behavior increases by 0.597%. The R square value is 0.433, which means that the quality of college life influences disciplinary behavior by 43.3%, while the remaining influence is due to other factors not examined in this study, such as parental roles, parental authority, self-awareness, punishment, and rewards.

In this study, the researcher divided the respondents into five categories to gain a more detailed understanding of their disciplinary behavior. In the category of disciplinary attitude, the criteria for slightly high were met by 37 respondents. Respondents in this category show a moderate level of discipline, with a generally positive attitude toward following rules, though they may need occasional reminders. They have a basic understanding of campus rules and their importance but may not fully internalize the long-term benefits. Their behavior is somewhat disciplined, following rules when prompted or when aligned with personal interests, but they may lack self-motivation and show inconsistency in non-academic settings (Khudriyah & Najahah, 2020).

Representing 35.2%, the criteria for moderate were met by 35 respondents. Respondents in this category have a balanced approach to discipline, understanding the importance of rules but sometimes showing reluctance or lack of enthusiasm in following them. They generally understand campus norms but may not deeply internalize them, following rules more out of awareness than necessity. Their behavior is average in terms of discipline, adhering to rules when required but more likely to bend or overlook them when immediate consequences are not apparent. They may follow social norms in public but not always in less supervised situations (Kane et al., 2006).

Representing 33.3%, and the criteria for very high were met by 33 respondents. Respondents in this category possess a strong mental attitude toward discipline, being highly committed to following rules without needing reminders. They view discipline as a personal responsibility and have internalized the importance of rules. They also have a deep understanding of campus rules, appreciating their role in creating a positive environment, and often seek additional information to stay informed. Their behavior is exemplary, consistently following rules in both academic and social settings. They are

seen as role models for others due to their consistent adherence to rules and their ability to inspire through their actions (Muttaqien, 2022).

Representing 31.4%, Respondents in this category exhibit a strong commitment to discipline, adhering to rules without reminders and viewing discipline as a personal responsibility. They have internalized the importance of rules in their daily lives. These individuals deeply understand campus rules and their underlying reasons, appreciating their role in creating a positive, productive environment. They are proactive in seeking additional information about rules to stay well-informed. Their behavior is exemplary, consistently following rules in academic and social settings. Often seen as role models, they inspire others through their actions and adherence to rules (Zakiah et al., n.d.).

## CONCLUSION

Based on the regression analysis, it can be concluded that the quality of college life has a significant influence on students' disciplinary attitudes. The regression model indicates that for every 1% increase in the quality of college life, disciplinary behavior increases by 0.597%. This suggests that the better the students' college experience, the more disciplined their behavior tends to be. The R square value of 0.433 shows that 43.3% of the variance in disciplinary behavior can be explained by the quality of college life, while the remaining 56.7% is influenced by other factors such as parental roles, authority, self-awareness, punishment, and rewards.

The study further categorized respondents into five disciplinary behavior categories: Slightly High Discipline (35.2%): These respondents show moderate discipline, with a generally positive attitude toward rules but may require reminders. Their behavior is inconsistent, especially in non-academic settings. Moderate Discipline (33.3%): These respondents have a balanced approach to discipline, understanding the importance of rules but often showing reluctance in following them. They adhere to rules when necessary but may disregard them when immediate consequences are not visible. Very High Discipline (31.4%): These respondents exhibit a strong commitment to discipline. They consistently follow rules, have a deep understanding of campus norms, and view discipline as a personal responsibility. Their exemplary behavior is seen in both academic and social settings, and they inspire others through their actions.

Overall, the study shows that quality of college life plays a significant role in shaping students' disciplinary behaviors, with those experiencing a higher quality of life showing stronger commitment to discipline.

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