

**The Analysis of Triggering Factors for Student Disobedience With  
Conduct Disorder Towards School Regulations:  
A Case Study at SMA "MK" Yogyakarta**

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**ABSTRACT:** *Behaviour that violates school regulations by students is considered deviant. School rules are designed to create order, discipline, and a conducive learning environment. The cause of disobedience to school rules is often due to students having conduct disorder. This study analyzes the triggering factors of disobedience among SMA "MK" Yogyakarta students with conduct disorder towards school regulations. School regulations are an important part of discipline that must be followed by students. This research aims to identify the factors that trigger rule violations in the school environment committed by students with conduct disorders. This research uses a descriptive qualitative method with in-depth interviews with six high school students from grades X to XII as research subjects. The results show that student disobedience is influenced by internal factors, such as uncontrolled emotions, the need for recognition, and the search for identity, as well as external factors, such as the negative influence of the family environment, peers, and the school environment. The implementation of inflexible rules and monotonous teaching methods also contributes to violations. This research recommends a holistic approach involving support from families, schools, and counseling interventions to address this issue.*

Perilaku pelanggaran dari tata tertib sekolah oleh siswa dianggap sebagai suatu hal yang menyimpang. Aturan sekolah dirancang untuk menciptakan keteraturan,

kedisiplinan, dan suasana belajar yang kondusif. Penyebab ketidaktaatan pada aturan sekolah seringkali dikarenakan siswa memiliki gangguan perilaku (*conduct disorder*). Penelitian ini menganalisis faktor pemicu ketidaktaatan siswa SMA “MK” Yogyakarta dengan gangguan perilaku (*conduct disorder*) terhadap tata tertib di sekolah. Tata tertib sekolah bagian penting dari disiplin yang harus dipatuhi oleh siswa. Penelitian ini bertujuan untuk mengetahui faktor apa saja yang menjadi pemicu terjadinya pelanggaran aturan di lingkungan sekolah yang dilakukan siswa dengan gangguan perilaku. Penelitian ini menggunakan metode kualitatif deskriptif dengan wawancara mendalam pada enam siswa SMA kelas X sampai XII sebagai subjek penelitian. Hasil menunjukkan bahwa ketidaktaatan siswa dipengaruhi oleh faktor internal, seperti emosi yang tidak terkontrol, kebutuhan akan pengakuan, dan pencarian jati diri, serta faktor eksternal, seperti pengaruh negatif lingkungan keluarga, teman sebaya, dan lingkungan sekolah. Penerapan aturan yang kurang fleksibel dan metode pengajaran yang monoton juga berkontribusi pada pelanggaran. Penelitian ini merekomendasikan pendekatan holistik yang melibatkan dukungan keluarga, sekolah, dan intervensi konseling untuk mengatasi permasalahan ini.

**Keywords:** *Conduct Disorder, Disobedience, School Regulations.*

## INTRODUCTION

Students disobedience towards school regulations is a phenomenon that occurs in various parts of the world and poses a significant challenge for the educational environment. School rules are designed to create order, discipline, and a conducive learning environment. However, students' disobedience to these rules often disrupts the learning process, creates an uncomfortable atmosphere, and in some cases, can negatively impact the social and emotional development of other students. This issue is often associated with conduct disorder. Defiant behavior is another pattern of behavior in

childhood that can lead to conduct disorder in adolescence (Rini, 2010).

Conduct Disorder (CD) is a diagnosis usually given to children and adolescents under the age of 18. Globally, the percentage of children (ages 6-18) affected by conduct disorder is 1-10%, and this prevalence estimate does not vary significantly across different countries (Michelle, 2022). The prevalence of conduct disorder in children is quite high in America at 5.5%. The prevalence of conduct disorder in the USA ranges from 6-16% in males and 2-9% in females. The ratio of boys to girls is 4:1 to 12:1. Boys usually meet the diagnostic criteria for conduct disorder at the age of 10 - 12 years, while girls do so at the age of 14 - 16 years (Marcel, 2022). This conduct disorder is more commonly experienced by boys compared to girls. Based on the Global Health Data Exchange report 2017, 61.45% of boys aged 1-19 years suffer from conduct disorder, while 38.55% of girls do (Hernawan et al., 2020). Data in Indonesia regarding emotional and conduct disorders in school-aged children at the national level is very difficult to find; however, the Riskesdas Indonesia 2018 report mentioned that the rate of emotional and conduct disorders in Indonesia is 9.6%. This figure has increased compared to the 2013 result, which was 6.0% (Waluyo et al., 2023)

Students' disobedience to rules can be caused by various factors, including individual factors such as personality characteristics, emotional conditions, and family background. And external factors such as peer influence, social environmental pressure, or even the ineffective implementation of the rules themselves. If this behavior pattern does not stop and even worsens, then the behavior pattern is considered a conduct disorder (Maksum & Arifin, 2019). Excessive anger, difficulty obeying others' commands, frequent involvement in arguments, frequent lying, and taking things that do not belong to them are manifestations of conduct disorder (Rahmadi et al., 2015).

Conduct Disorder characterized by patterns of antisocial, aggressive behavior, and a tendency to violate rules and social norms. Those who suffer from conduct disorder typically exhibit disruptive and rule-breaking behaviors, ranging from minor ones like whining, swearing, or getting angry, to more serious violations such as vandalism, theft, and assault (Lillig, 2018). Many characteristics of conduct disorder, such as lying, stealing, fighting, being temperamental, difficulty making friends, and so on (Badriyah et al., 2020). One of the things that differentiate conduct disorder from general criminal behaviour is that delinquency and aggressive behaviour usually emerge and relatively decrease as the child develops.

Children with conduct disorders tend to maintain these aggressive behaviors into adolescence and adulthood (Aprilia et al., 2020).

According to researchers, schools are formal educational institutions that not only serve as a means of transferring academic knowledge but also play a central role in shaping attitudes, morals, and social values, and can also be referred to as centers for the social and emotional development of students. As a formal institution, schools establish a series of rules to maintain order and create a positive learning environment. The implementation of clear and consistent rules is considered important to shape students' character to be disciplined, responsible, and able to adapt to social norms.

In education, student discipline refers to students' adherence to school rules and regulations (Taha & Sujana, 2021). Discipline is when someone acts in accordance with the applicable rules and customs at the right time (Murni et al., 2024). Discipline grows from the need to maintain a balance between a person's tendencies and desires to do something they want from others or due to certain conditions (Rahmah, 2023).

Adolescence is a transitional period from childhood to adulthood, during which the process of self-discovery occurs through various efforts to gain recognition from peers (Sekar, 2021). According to Latifah et al (2024), adolescence is very prone to conflict due to many physical and mental changes. One of the main characteristics of this period is the effort of adolescents to find their identity and form their own identity. One of the impacts of this exploration is the emergence of behaviors that deviate from existing rules or norms, including violations of school regulations. These violations can occur because teenagers feel a mismatch between the rules being enforced and their desire to express themselves or seek freedom.

Rule violations at school are often considered trivial by some students and school authorities, especially when the violations are minor, but it is not impossible that if left unchecked, they will eventually become habitual for the students. Additionally, some of these violations cause students to be undisciplined, hindering their ability to learn (Anzalena et al., 2019). Minor violations that are left unaddressed can develop into more serious forms of misconduct, such as acts of violence, bullying, or even criminal behavior.

The purpose of this research is to deeply understand and comprehend the factors that trigger disobedient behavior in students with conduct disorder towards school regulations. Also, identifying the psychological background, family environment, social factors, as well as other internal and external factors that contribute to the

emergence of such deviant behavior, so that it can serve as a basis for schools and educators in designing more effective approaches to handle and support students with behavioral disorders.

In the research conducted by Oktasari et al (2020), it discusses the analysis of school rule violations by students and the role of guidance and counseling teachers in schools. The results of the study indicate the level of disciplinary violations, with the most prominent violations occurring in the aspects of attendance, uniform, courtesy, administration, and extracurricular participation. The contributing factors include internal factors such as low self-awareness, and external factors such as environmental influences and lack of parental attention.

Then, the research conducted by Badarudin et al (2024) discusses the analysis of school rule violations among upper-grade students at Madrasah Ibtidaiyah Islamiyah Pelumutan. The research shows that disciplinary violations are caused by internal factors such as laziness and lack of responsibility, as well as external factors such as the family and school environment.

In line with previous research, the study conducted by Utomo & Nursalim (2019) discusses the school rule violations by 10th-grade students at SMA Negeri 1 Menganti and their handling by guidance and counseling teachers. The results of the study indicate that the most common disciplinary violations include tardiness, uniform violations, and truancy. The factors causing it come from within oneself, the school environment, peer influence, and family. The impact is seen in the psychological, social, and academic aspects of the students.

Another study was conducted by Putra et al (2019) discussing the Role of School Regulations in Shaping Student Discipline Behavior at State Elementary School 2 Sendangsari, Batuwarno District, Wonogiri Regency, for the 2019/2020 Academic Year. The research shows that school regulations play an important role in shaping students' disciplinary behavior. The habits instilled by teachers and school principals consistently are able to cultivate a sense of discipline from an early age. However, its effectiveness is still influenced by obstacles from the family, school, and community environment.

Although many studies have examined rule violations in schools committed by students, there is still a lack of in-depth research specifically highlighting the relationship between conduct disorder and school discipline violations. Most previous research has focused more on students' deviant behavior in general, without directly linking it to clinical or psychological aspects such as conduct disorder.

Furthermore, studies on non-compliance with regulations are often viewed from a disciplinary perspective and a punitive approach, rather than from the psychosocial trigger factors.

Therefore, this research attempts to fill that gap by presenting an in-depth case study approach to identify the triggers of disobedient behavior stemming from behavioral disorders and their impact on the learning process and school environment. In addition, this research also aims to deeply understand the factors or backgrounds that trigger disobedient behavior in students with conduct disorder towards school regulations. Thus, it is hoped that this can serve as a basis for the school authorities and educators to design more effective approaches in handling and supporting students with conduct disorders.

## METHODS

This study uses a qualitative method with a descriptive approach to identify the triggering factors of disobedience among students with conduct disorder towards school rules in high school students. This research focuses on the factors that trigger rule violations in the school environment committed by students with conduct disorder. The research informants consist of six students from SMA "MK" Yogyakarta in grades X to XII who have conduct disorder, namely subjects MS, W, S, D, J, and F. Data collection was conducted through in-depth interviews with informants following the pre-established guidelines, and the interview results were analyzed through the stages of data reduction, data display, and conclusion drawing. Data is presented descriptively by displaying the necessary parts.

**Table 1.** Description of Respondents

No.	Theme	Respondent
1	The Importance of School Regulations	(W), (J), and (S)
2	Conduct Disorder Personality of the Subject	(W), (D), and (J)
3	Violation of School Regulations	(MS), (F), (J), (D), and (W)
4	The Factors of Triggering Disobedience to School Regulations	(MS), (W), (S), (D), (J), and (F)

## FINDINGS AND DISCUSSION

### The Importance of School Regulations

School regulations play an important role for all students, especially in character building and creating a safe and supportive learning environment. Discipline among students is one of the keys to the success of the learning process (Lumbantoruan et al., 2021). Discipline is a component of character education that relates to student orderliness. This impacts the success of learning in schools (Rachman & Agustian, 2016). Character education has the main goal of developing the affective potential, habits, behavior, leadership spirit, and responsibility of students, as well as creating a safe, creative, and nationally aware school environment (Safitri & Alam, 2024). However, it is different for students with conduct disorder; according to the respondents, the rules are made only to make things difficult for the students and do not provide them with freedom.

They conveyed that the rule should already be in every school, with the exception that the rule does not apply to respondents with conduct disorders. Subject J said:

“Those rules are important, but for me personally, they are not important, because young people want to be free (interview with subject J, on November 18, 2024).”

According to researchers, school rules play a fundamental role in creating discipline, order, and a conducive learning environment. However, for students with conduct disorder, school rules are often seen as a burden that restricts their freedom. This negative perception is influenced by the student's subjective experience, where school rules tend to be understood as something coercive without considering their individual needs and conditions.

School regulations are established based on Law Number 20 of 2003 concerning the National Education System, Minister of National Education Regulation Number 19 of 2007, and Government Regulation Number 32 of 2013. Meanwhile, according to Via & Padang (2021), school regulations are a series of rules that must be followed by students aimed at controlling behavior.

Children find it difficult to obey school rules and tend to ignore them. Students who are aware of their responsibilities as students can be seen from the attitudes they display based on what they know, understand, and how they comply with and respect the established school regulations (Hutrista et al., 2023).

### Personality Conduct Disorder

Conduct disorder is more often experienced by boys than girls, so all the respondents obtained by the researcher were male. The description of the subjects' personality and functional ability issues (communication, adaptation, social and academic interaction), characteristics, and diagnosis of conduct disorder are part of the explanation of the subjects' conduct disorder personality. In summary, the results of the personality analysis of the subject's conduct disorder are presented in the table below.

**Table 2.** Results of Personality Analysis of Subject MS, Subject W, and Subject S

	Subject MS	Subject W	Subject S
Age / Class	18 / XII	16/ XI	17/ XII
Problem	<ul style="list-style-type: none"> <li>• Not following school rules.</li> <li>• Poor academic progress.</li> <li>• Aggressive towards the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Not following school rules.</li> <li>• Aggressive towards friends and teachers.</li> <li>• Refusing to study.</li> <li>• Poor academic progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Not following school rules.</li> <li>• Poor academic progress.</li> <li>• Aggressive towards the teacher.</li> </ul>
Functional Ability	<b>Communication:</b> smooth and self-focused.	<b>Communication:</b> smooth, self-centered, and rude.	<b>Communication:</b> simple and as needed.
	<b>Adaptation:</b> slow for activities that are not liked.	<b>Adaptation:</b> slow and selective about what interests him.	<b>Adaptation:</b> only in preferred situations.
	<b>Social interaction:</b> lacking (introverted) in uncomfortable, rude, and confrontational situations.	<b>Social interaction:</b> smooth but self-centered, unable to control emotions, has threatened others several times, rude and argumentative, less able to control oneself, feels always right.	<b>Social interaction:</b> lacking (introverted), rude and argumentative, less able to control oneself.
Characteristics CD	Breaking the rules, aggressive.	Aggressive, destructive, rule-breaking.	Breaking the rules, aggressive.
Analysis	Aggressive, rule-breaking, and	Aggressive, destructive, rule-	Aggressive, rule-breaking, and

	Subject MS	Subject W	Subject S
	prone to withdrawing from the environment.	breaking, defying rules, acting on their own accord, unable to control emotions, poor self-concept, explosive emotions.	easily influenced by others.

**Table 3.** Results of Personality Analysis of Subject D, Subject J, Subject F

	Subject D	Subject J	Subject F
<b>Age / Class</b>	16/ X	16/ X	17/ XII
<b>Problem</b>	<ul style="list-style-type: none"> <li>• Not following school rules.</li> <li>• Poor academic progress.</li> <li>• Aggressive towards friends and teachers.</li> <li>• Serious violations of laws and other regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Not following school rules.</li> <li>• Aggressive towards friends and teachers.</li> <li>• Poor academic progress.</li> <li>• Refusing to study.</li> <li>• Serious violations of laws and other regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Not following school rules.</li> <li>• Aggressive towards friends and teachers.</li> <li>• Poor academic progress.</li> </ul>
<b>Functional Ability</b>	<b>Communication:</b> simple but rough.	<b>Communication:</b> smooth but dominating and rude.	<b>Communication:</b> simple, as needed, and rude.
	<b>Adaptation:</b> Only in situations that are liked.	<b>Adaptation:</b> slow and selective about what interests him.	<b>Adaptation:</b> slow for activities that are not liked.
	<b>Social interaction:</b> Fluent (extroverted), less able to control oneself, rude and defiant, less able to control oneself, emotions often explosive.	<b>Social interaction:</b> smooth but self-centered, emotions often explosive, has threatened others several times, lacks self-control, impolite and defiant.	<b>Social interaction:</b> lacking (introverted), less able to control oneself, impolite and argumentative.
<b>Characteristics CD</b>	Breaking the rules, aggressive.	Aggressive, destructive, rule-breaking.	Aggressive, breaking the rules.
<b>Analysis</b>	Aggressive, rule-	Aggressive,	Aggressive, rule-

	Subject D	Subject J	Subject F
	breaking, poor self-concept, impulsive behaviour.	destructive, breaking rules, defying rules, emotions often exploding, acting impulsively, poor self-concept, acting as one pleases.	breaking, and impulsive.

The problematic behaviors that frequently emerge and characterize the behavioral disorders in the six subjects are aggressive behavior and rule-breaking behavior. From the aspect of functional abilities, the six subjects also tend to be disrespectful and defiant towards teachers or adults.

The signs above fall under conduct disorder, such as being aggressive towards the surrounding environment, including teachers and other students, being disrespectful and always arguing, being unable to control emotions or having frequent emotional outbursts, always threatening or intimidating others when angry, damaging facilities due to emotions, and being self-centered in any situation. According to (Romadhon, 2023), among the impacts of conduct disorder are difficulties in maintaining interaction patterns with peers, inability to adapt to the surrounding environment, tendency to drop out of school, and the development of antisocial behavior over time. In addition, conduct disorders can lead to fights, theft, and damage to other people's property.

The above findings are in line with the research by Irmawanti & Mahabbati (2023), which states that the risk of conduct disorders is indicated by several characteristics of external and internal behaviors. In external behavior, there are physical aggression, verbal aggression, breaking school rules, threatening/intimidating others, causing disturbances in class, refusing tasks or instructions from teachers, defying teachers, breaking the law, being disruptive, hyperactive, and impulsive. This phenomenon reflects issues in self-control and emotional management, showing a tendency to act on emotional impulses without considering the consequences.

### **Violation of School Regulations**

In general, students who do not adhere to the rules often have a negative perception of the norms applied in school. They feel that these rules overly restrict their freedom or are not relevant to their daily needs. According to Lastri et al (2024), violations are behaviors

that involve acting according to one's own will without considering the established rules.

Based on the interview results table, the school rule violations committed by the six respondents are almost the same, namely smoking, wearing uniforms not according to schedule, skipping school, and skipping classes. The times when the respondents break the rules are also the same, namely during recess, when the learning process is being conducted, when the teacher gives corrections or instructions, and when the teacher explains the material.

#### **a. Skipping School**

One of the most common violations committed by respondents is leaving during class hours or break time. Respondents take the opportunity during class transitions or when the teacher is not in the classroom.

The results of the interviews conducted with the respondents, regarding skipping school, show that almost all respondents do it after the congregational noon prayer. Subject MS said:

“Usually, skipping school happens after the noon prayer, with other friends (Interview with Subject MS, on November 8, 2024).”

In the school context, the habit of skipping classes is often caused by various factors, such as boredom with learning, dislike for certain subjects or teachers, peer influence, and the school's ineffective policies in dealing with truant students, which also contribute to the prevalence of this behavior (Abdussalam & Neviyarni, 2025).

Furthermore, according to Mawarni (2019), the school climate has an influence on students' truancy behavior at school. This is due to the leniency present in the school environment, both among teaching staff and the surrounding school community, who remain indifferent to students' truancy behavior.

This habit, if left unchecked, will become a negative pattern that is difficult to stop, because the more often a student skips classes, the greater the likelihood that they will fall behind in their studies and the harder it will be to return to a good learning rhythm (Setiawati, 2020).

#### **b. Smoking**

Violating school rules by smoking is a common form of disobedience among students. Respondents who violate this rule tend to do so in places such as bathrooms, parking lots, or even in classrooms when conditions allow. Some respondents do it secretly,

while others do it openly, claiming to feel free or indifferent to the existing rules.

The results of the interview regarding smoking show that all respondents do it every day within the school, in the classroom, in the bathroom, or in the student parking lot. Subject D said:

“If smoking usually happens during break time in the parking lot, but once class starts, smoking has been done inside the classroom, but only during free periods (Interview with subject D, on November 11, 2024).”

Meanwhile, subjects J, F, and W smoke more openly inside the school, doing so without hiding even while walking around the school premises.

“If it looks quiet when walking outside the classroom, I dare to smoke just like that (Interview with subject W, on November 8, 2024).”

On the other hand, Subject J and Subject F said:

“I often ask for permission to leave the class to smoke in the bathroom, and then I don't return to class until the teacher comes looking for me (Interview with subject J, on November 18, 2024).”

I once smoked next to the school prayer room, but only when it was quiet (Interview with subject F, on November 15, 2024).

According to researchers, the impact that arises if teenagers smoke is addiction. The habit of smoking is considered to provide pleasure for the smokers themselves, such as the emergence of high self-confidence in students and increased concentration in facing problems (Sulastri et al., 2018). Students who are already accustomed to smoking engage in smoking activities at school because they find cigarettes enjoyable and cannot stand not smoking for a few hours, or they are already addicted (Pranoto et al., 2020).

### **c. Violation of School Uniform Regulations**

Another form of school rule violation is related to the school uniform. Wearing a uniform means wearing clothes that have been regulated and agreed upon together.

The six respondents did not wear the school uniform according to the predetermined schedule. However, the respondents are familiar with the order of the school uniform schedule according to the days. This indicates that the violation was not caused by ignorance or negligence, but rather as a form of deliberate expression. Subject MS said:

“The most important thing is that I wear the uniform, even though I wore the uniform at my previous school. But I remember the uniform schedule at this school (Interview with subject MS, on November 8, 2024).”

According to researchers, this violation, although seemingly simple, has a significant impact on school culture, especially in creating the perception that rules can be negotiated. Although students understand the rules, they choose not to fully comply.

Many children directly violate school uniforms under the pretext of freedom of expression (Wasono, 2019). According to Oktasari et al (2020), this occurs due to the negative imitation factor practiced by students in the school environment. The reason students violate the school uniform is the lack of firmness from the school authorities regarding this violation (Imamah, 2023).

#### d. Late to School

Violating school rules by arriving late reflects a lack of student discipline in adhering to the established schedule. The results of the interview discussing tardiness in school entry prove that almost all respondents do it. That has become their habit, and there is no sense of remorse or fear whatsoever in committing that violation every day. Regarding the violation, the subject D said:

“Leave for school at 08:00, but not every day, only if I want to leave in the afternoon (Interview with subject D, on November 11, 2024).”

According to researchers, violations of school rules in the form of tardiness indicate a pattern of negative habits that have become internalized in most students. The researchers also assessed that this tardiness indicates challenges in enforcing rules at school, where the consequences of violations seem insufficient to deter students.

Students who often arrive late to school may do so because of themselves (Situmeang et al., 2024). Also caused by the absence of punishment for students who are late, so students do not feel the deterrent effect of their tardiness (Fatmala et al., 2024).

Student tardiness to school is not merely a matter of discipline (Lumbantoruan et al., 2021), but can also be an indicator of the complexity of psychological and social issues that require serious attention (Endriyani et al., 2022). Moreover, the continuous tardiness exhibited by students can develop into a bad behavioral habit (Astari, 2024).

#### **e. Skipping Classes and Sleeping in Class**

Violations of school rules such as skipping classes and sleeping in class reflect low student motivation and a lack of appreciation for the educational process. Students who skip classes often avoid academic responsibilities, while sleeping in class indicates a lack of seriousness in participating in learning.

The interview results concluded that the respondents skipped classes, such as leaving the classroom while the teacher was explaining the material or even sleeping in class, due to the boredom that arose during the learning process. Subject W said:

“The teacher's explanation of the material is boring, and that's the only way he teaches. So I chose to leave the class, because I was no longer interested in studying either (Interview with subject W, on November 8, 2024).”

From the interview results according to subject W, this indicates that monotonous teaching methods are one of the main factors driving students to avoid direct learning processes.

Learning is certainly influenced by many factors, one of which is motivation. The level of learning motivation can be seen from the attitudes displayed by students during the implementation of teaching and learning activities (Ihsani & Nurfarhanah, 2024). According to Kurniawan (2020), when the teaching method is not engaging, students tend to lose interest and motivation to learn. This can lead to a decrease in active participation in class and ultimately affect their academic performance.

For that reason, creative, professional, and enjoyable teachers are needed, so they can create a conducive learning climate, a challenging learning atmosphere, and be able to teach in an enjoyable manner (Jaya, 2017).

#### **The Factors of Triggering Disobedience to School Regulations**

In the behavior of violating school regulations, each student must have certain factors or backgrounds that lead them to do so. Internal and external factors are two components responsible for students' tendencies to commit disciplinary violations. According to Shinta & Ain (2021), external factors are influenced by family environment, school environment, and community environment. Internally, the lack of awareness of the importance of rules, low motivation to learn, and the desire to express freedom or personal identity often become the main causes.

Based on the interview results, it was found that the factors triggering respondents to commit school rule violations are almost the

same, namely past factors, family factors, environmental factors, peer factors, and individual or emotional factors.

**a. Factor of the Past**

The respondents' past factors are related to events at their former school. Almost all of the respondents interviewed were transfer students from other schools. Their past became the trigger for violating school rules and becoming students with conduct disorder. Respondents who have trauma from their past at their former school are subjects MS and W. The past of the subject MS traumatized him because he was accused by the authorities of using illegal drugs, and the school fully believed the authorities, immediately expelling subject MS from his former school without waiting for the truth.

Subject MS says:

“I feel very hurt by the teacher at my old school, even though I was only accused by my friend who was already involved with the authorities. I used to excel, but since that incident, I have been disappointed and hate all the teachers at the school now (Interview with subject MS, on November 8, 2024).”

Meanwhile, the past of subject W at their old school was caused by the heartbreak that occurred because their hobby was banned by the school authorities. Subject W said:

“At my old school, I wanted to sell small items during breaks to earn some pocket money. However, the school called me and did not allow me to sell from that point on. I was emotional and hurt, then chose to leave that school. That made me dislike school and prefer to do business instead (Interview with subject W, on November 8, 2024).”

According to researchers, past factors such as traumatic experiences, unfair treatment, or perceived harmful prohibitions that occurred in previous schools leave significant emotional impacts and can be major triggers for conduct disorders in respondents. This affects students' relationships with educational institutions and decreases their interest in formal learning.

According to Prasasti (2017), juvenile delinquency is a form of underlying problems and conflicts. Such as feelings of trauma from painful events (physical or verbal violence experienced), grudges, and heartache, which can lead to feelings of depression.

The delinquency of children or adolescents is a reaction to the psychological problems of the adolescents themselves (Utomo & Ifadah, 2019). Mental health disorders such as depression can

also increase the risk of juvenile delinquency. Additionally, poor emotional regulation can drive aggressive and deviant behavior (Roby et al., 2024).

#### **b. Family Factor**

Based on the interview results, the factors triggering disobedience to school rules are also influenced by family factors. Subject MS said:

“I have become like this because I am tired of working to be the backbone of the family. Working from night until morning and then continuing to school makes my emotions unstable (Interview with subject MS, on November 8, 2024).”

Whereas subject J is in contrast to the statement of subject MS. Subject J said:

“My parents allowed me to do anything, so I dared to do anything. I was even once arrested by the authorities (Interview with subject J, on November 18, 2024).”

According to researchers, factors such as excessive family responsibilities or permissive parenting styles can trigger school rule violations, especially in students who are prone to conduct disorder. The freedom given by parents without any supervision or specific boundaries encourages the subject to feel bold enough to do anything, including actions that violate rules.

The family is the starting point for a child to receive character education directly taught by parents (Badarudin et al., 2024). According to Kurniawansyah et al (2021), parents function as teachers and role models for their children.

Additionally, according to the research by Utari et al (2019), insufficient rest time also causes students to be late for school due to family economic factors, which make the child the breadwinner of the family and require them to earn a living, resulting in a lack of discipline at school due to fatigue.

#### **c. Friend Factor**

Interactions with peers who have a negative influence often become the main reason students break the rules. Students with conduct disorders usually tend to seek recognition or a sense of acceptance within certain groups.

Based on the interview results, subjects S, D, and J violated school rules due to their friends, whether influenced by school friends or because of a free social environment with friends outside of school. Subject S said:

“It all started because I followed my friends in skipping school, so it has become a habit now (Interview with subject S, on November 11, 2024).”

As for subjects D and J, they are part of a friendship group outside the school environment that brings negative influence. This resulted in the influence of friends outside the school environment carrying over into the respondents' activities within the school environment. Subject J said:

“Outside of school, I joined a group of friends who often engage in brawls and have habits beyond just smoking (Interview with subject J, on November 18, 2024).”

Subject D also reinforced the statement from subject J. Subject D said:

“I joined a friendship group from my middle school friends, and the requirements to be in that group are not easy. We have to be good at fighting and able to cause riots on the streets (Interview with subject D, on November 11, 2024).”

The factor of friends from outside the school environment also has a significant influence on school rule violations by students with conduct disorder. According to this, as stated by Napiah et al (2023), after the family environment, the peer environment can be considered as an environment that greatly influences daily life. The condition of peers or a group that is not good will make someone follow bad things or behave deviantly (Guru et al., 2024).

Deviant behavior that may arise from peer interactions can include imitating the delinquency exhibited by their peers (Simarmata & Karo, 2018). According to Sundari et al (2025), the strong influence of peer groups also leads to a weakening of the individual's bond with parents, school, and conventional norms.

#### **d. Individual Factor**

The students' inability to manage their emotions, such as being easily angered or frustrated, is due to a lack of self-control triggered by the phase of identity search during adolescence. All respondents said the same thing, as shown in the interview results with subject J below:

“Adolescence is a time for finding one's identity; young people, if they are not rebellious, are definitely not cool. That's a normal thing for teenagers, you can't deny it anymore (Interview with subject J, on November 18, 2024).”

Based on the interview, as stated by subject J who mentioned that being "naughty" is considered a normal part of adolescence, indicating an acceptance of deviant behavior.

Amin et al (2016) argue that student conduct disorder stem from the individual's developmental process from birth to adulthood, which can include emotional or mental development. Meanwhile, according to Rehani (2012) research, conduct disorder in children is characterized by poorly developed self-regulation from an early age, leading to difficulties in managing emotions, underdeveloped moral understanding and empathy, and poorly developed social cognition in children.

#### **e. School Environment Factors**

Discomfort with rules that are considered rigid or irrelevant by students and the monotonous teaching methods of teachers become factors that influence their level of disobedience. This is in line with the interview results from all respondents who stated that they are reluctant to go to school because the teachers teach monotonously and make it boring. As subject W stated:

“The teacher in the class only rewrites what is in the book and does not explain it again. Only makes the students bored and lazy (Interview with subject W, on December 8, 2024).”

According to researchers, ineffective teaching approaches, such as monotonous methods or those that do not actively involve students, often lead them to lose interest in learning.

In line with the opinion of Rahayu et al (2020), a teaching style that is too rigid or authoritarian without a more communicative approach can also make students feel pressured. Feelings of boredom, frustration, or dissatisfaction with teaching methods can also worsen the situation (Hasri et al., 2023).

According to Nuriansyah et al (2023), the school climate has an influence on student disobedience behavior at school. This is caused by the leniency present in the school environment, both from the teaching staff and the surrounding school community, who remain indifferent to the students' misconduct.

#### **Efforts to Address Students with Conduct Disorder in School Regulations Violations**

Dealing with students with conduct disorder in violating school rules requires special guidance that not only focuses on controlling their behavior but also on developing social, emotional, and spiritual skills. Aini & Afrinaldi (2024) state that the efforts that can be made

to address students who violate the rules are, 1) Imposing punishments and scoring violations for students who breach school regulations. 2) The school collaborates with parents by calling them if their child violates school rules. 3) Giving awards to students.

Unlike Jannah et al (2024), who concluded that the habituation of positive routine activities in schools should also be implemented. Habituation is an activity or task suitable for teachers to instill character values in students by repeatedly doing the same thing to achieve a goal, which is to change behavior, of course, good behavior, and make it a habit (character) that becomes ingrained in the students (Fauziah et al., 2021). In addition, extracurricular activities must also be implemented, as they can have a positive impact on students (Wahyuni, 2020).

## CONCLUSION

Based on the discussion regarding the triggering factors of disobedience among SMA "MK" Yogyakarta students with conduct disorder towards school regulations, it can be concluded that the research results show that the signs of students having conduct disorder include being aggressive, rude, and always defiant, having explosive emotions, always threatening or intimidating others when angry, damaging facilities due to their emotions, and being self-centered in any situation. The violations often committed by the respondents include skipping classes, smoking, not wearing uniforms according to the rules and schedule, arriving late to school, and not participating in lessons, even sleeping during the teaching process.

The disobedience exhibited by students with behavioral disorders towards the school's regulations is triggered by various internal and external factors. Internal factors include the inability to control emotions, identity search, and negative perception of rules. Meanwhile, external factors include past trauma at previous schools, the influence of a permissive or pressuring family environment, negative peer influence, and an unsupportive school climate or environment. Moreover, the monotonous learning approach and the inflexible application of rules also reinforce the behavior of violations.

Handling students with conduct disorder requires a comprehensive approach, not only in the form of punishment but also character building through cooperation with parents, awarding rewards, habituating positive activities at school, and involvement in extracurricular activities that can support the development of positive behavior in students.

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