

A Qualitative Study on the Implementation of CCTV-Based Visual Media in Enhancing Student Discipline

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Abstract

This study is motivated by the persistence of student disciplinary violations at SMK Negeri 1 Lotu, including tardiness, truancy, uniform violations, the use of mobile phones during lessons, and cheating during examinations, despite the installation of Closed-Circuit Television (CCTV) in several strategic areas. This study aims to explore the implementation of CCTV-based visual media in enhancing student discipline, identify supporting and inhibiting factors, and examine teachers' and students' responses to its use. A descriptive qualitative approach was employed, with data collected through observation, in-depth interviews, and documentation. The participants consisted of the principal, teachers, and students at SMK Negeri 1 Lotu. Data were analyzed through data reduction, data display, and conclusion drawing. The findings indicate that CCTV as a visual monitoring medium contributes to improving student discipline by creating a continuous supervision effect that fosters students' awareness of school rules. The implementation is supported by the integration of CCTV monitoring with teacher supervision, institutional support, and the development of collective responsibility among school members. However, challenges such as power outages and limited camera coverage remain. Overall, both teachers and students responded positively, as CCTV-based visual media enables more objective behavioral monitoring and contributes to a safer, more orderly, and conducive learning environment.

Keywords: CCTV-based visual media, Student discipline, Qualitative study, School monitoring, Learning environment.

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I. INTRODUCTION

Education fundamentally serves not only as a process of knowledge transfer but also as a means of character formation, value internalization, and the development of behavioral habits that support students' learning success. At the secondary education level, particularly in vocational high schools, character development becomes highly crucial, as students are not only prepared for further education but also for entering the workforce, which demands discipline, responsibility, and a strong work ethic. One of the key character traits that plays a fundamental role in supporting effective learning processes is discipline. Discipline is closely related to adherence to rules, the ability to manage time and behavior, and students' readiness to participate in learning activities in an orderly and consistent manner. In this context, discipline should not be understood merely as compliance enforced through punishment, but rather as a process of internalizing values that enables students to develop self-control and awareness of their responsibilities as learners. Therefore, discipline becomes a critical element in establishing a conducive, safe, and supportive academic environment that fosters the achievement of educational goals.

However, empirical evidence indicates that issues of student indiscipline remain a persistent challenge across various educational institutions, including in Indonesia. Various forms of disciplinary violations are frequently observed, such as tardiness, truancy, violations of school uniform regulations, the use of mobile phones during lessons, and cheating during examinations. These behaviors not only disrupt the orderliness of the school environment but also undermine the quality of classroom interactions and the overall academic climate. From a pedagogical perspective, indiscipline reflects weak self-regulation and a lack of awareness of institutional norms and rules. From a sociological perspective, such behavior may also be influenced by environmental factors, school culture, and the absence of effective and continuous monitoring systems. Therefore, addressing student discipline requires approaches that are not only punitive but also preventive and educational, aiming to foster students' internal awareness and behavioral regulation.

Within the framework of social control theory, individual behavior can be influenced by the presence of monitoring mechanisms that make individuals aware that their actions are observable and accountable. Effective supervision systems can increase individuals' awareness of acting in accordance with established norms. Hope (2009) explains that surveillance does not merely function as a control mechanism but also as a behavioral shaping tool through psychological effects known as the *surveillance effect*. This effect occurs when individuals modify their behavior because they perceive that they are being observed or could potentially be observed. In educational settings, appropriate monitoring mechanisms can serve as strategic tools in fostering sustained student discipline. Therefore, schools need to develop monitoring systems that go beyond administrative control and are capable of influencing students' awareness and behavior more deeply.

With the advancement of technology, one of the monitoring tools increasingly adopted in educational environments is Closed-Circuit Television (CCTV). Initially, CCTV was primarily used as a security device to prevent criminal activities and protect school assets. However, its function has evolved into a visual monitoring medium that allows schools to observe student activities in real time and maintain recorded documentation. From an educational technology perspective, CCTV can be viewed as a visual medium that not only serves as a control tool but also supports the development of disciplined behavior through continuous observation. Ghimire and Rana (2023) found that surveillance cameras in schools can help regulate student behavior and promote a more orderly learning environment. This indicates that monitoring technology has the potential to become an integral part of a systematic and structured approach to behavioral development.

Nevertheless, the effectiveness of CCTV implementation in enhancing student discipline is neither automatic nor universal. Various studies suggest that the success of surveillance technology depends on the context of its use, its intended purpose, and how it is integrated with pedagogical practices within schools. Several studies in the Indonesian context indicate that CCTV can reduce disciplinary violations and improve classroom order when combined with active teacher supervision (Sari, 2019; Purnomo, 2016; Lestiawati et al., 2023). On the other hand, broader studies highlight that surveillance technologies may produce mixed outcomes, including potential discomfort or resistance among students if not managed appropriately (Fisher et al., 2021). Therefore, CCTV should not be viewed solely as a technical tool but rather as part of a broader behavioral management system that involves the interaction between technology, human actors, and school culture.

In practice, the implementation of CCTV in schools also faces both technical and non-technical challenges. Technical challenges include limitations in infrastructure, such as power outages, equipment quality, and uneven camera coverage. Non-technical challenges relate to the perceptions and attitudes of school stakeholders toward the use of CCTV, including how teachers and students interpret its presence. In some cases, CCTV may be perceived as a rigid surveillance tool that creates psychological pressure, while in other contexts, it may be seen as a supportive mechanism that enhances safety and order. Therefore, understanding how CCTV is perceived and interpreted by school members is essential, as these perceptions significantly influence its effectiveness in practice.

In the specific context of SMK Negeri 1 Lotu, CCTV has been installed in 17 classrooms as well as in several strategic areas, including the teachers' room, principal's office, and administrative offices, with the aim of monitoring teaching and learning activities as well as student behavior in real time. However, preliminary observations indicate that disciplinary violations still occur, including tardiness, truancy, uniform violations, the use of mobile phones during lessons, and cheating during examinations. This condition suggests that the presence of surveillance technology alone is insufficient to ensure behavioral change. It highlights the existence of additional factors that influence the effectiveness of CCTV implementation, including technical, pedagogical, and social aspects. Therefore, a deeper investigation is required to understand how CCTV functions in practice as a tool for fostering student discipline.

Based on the above discussion, it can be concluded that the implementation of CCTV as a visual monitoring medium in schools represents a complex and multidimensional phenomenon. On one hand, this technology has significant potential to enhance student discipline through continuous surveillance effects. On the other hand, its effectiveness depends largely on how it is integrated

with teacher supervision, school culture, and behavioral development approaches. Therefore, this study is necessary to explore more deeply how CCTV is implemented in improving student discipline, to identify supporting and inhibiting factors, and to examine the responses of teachers and students toward its use.

Accordingly, this study aims to provide an empirical and analytical understanding of the implementation of CCTV-based visual media in enhancing student discipline at SMK Negeri 1 Lotu. The study focuses not only on the impact of CCTV on student behavior but also on identifying supporting and inhibiting factors and examining how teachers and students perceive its presence in everyday school life. The findings of this study are expected to provide practical contributions for developing more effective, objective, and educational monitoring strategies, as well as serving as a reference for schools in optimizing the use of technology to support the development of disciplined student behavior.

II. METHOD

This study employed a qualitative approach with a descriptive research design aimed at gaining an in-depth understanding of the implementation of CCTV-based visual media in enhancing student discipline. This approach was selected because it enables a holistic and contextual exploration of the phenomenon based on participants' perspectives, thereby providing a comprehensive understanding of how CCTV is implemented in the school environment. The study was conducted at SMK Negeri 1 Lotu, where CCTV surveillance systems have been installed in several strategic locations, including classrooms, the teachers' room, and administrative offices. Research participants were selected using purposive sampling, consisting of the principal, teachers, and students who have relevant experience and understanding of CCTV usage in both instructional and daily school activities.

Data were collected through observation, in-depth interviews, and documentation. Observation was conducted to directly examine student discipline and the implementation of CCTV in school activities. In-depth interviews were used to explore participants' perceptions, experiences, and responses regarding the use of CCTV. Documentation was used to support the data, including school policies, recorded activities, and other relevant materials. Data analysis was carried out using an interactive model consisting of data reduction, data display, and conclusion drawing. Data reduction involved selecting and focusing on relevant data aligned with the research objectives, data display was presented in a systematic descriptive narrative, and conclusions were drawn gradually based on patterns and findings emerging from the data. To ensure the trustworthiness of the data, this study employed source and method triangulation by comparing findings from observations, interviews, and documentation, as well as verifying information across different participants. In addition, *member checking* and peer discussions were conducted to enhance the credibility and reliability of the research findings.

III. RESULTS AND DISCUSSION

A. Results

The findings of this study are presented based on data collected through observations, in-depth interviews, and document analysis conducted at SMK Negeri 1 Lotu. The analysis focuses on understanding how the implementation of CCTV-based visual media contributes to enhancing student discipline, as well as identifying the supporting and inhibiting factors and examining the responses of school stakeholders. To ensure a systematic and coherent presentation, the findings are organized into several thematic sections that reflect the main focus of the study. Each section presents key findings derived from field data and is supported by empirical evidence, including excerpts from interviews with research participants. The first section outlines the impact of CCTV implementation as a visual monitoring medium in shaping student disciplinary behavior within the school environment.

1. The Impact of CCTV-Based Visual Media on Enhancing Student Discipline

The findings of this study indicate that the implementation of Closed-Circuit Television (CCTV)-based visual media at SMK Negeri 1 Lotu has made a significant contribution to improving student discipline. These findings were obtained through a comprehensive data

collection process, including direct observation of student activities, in-depth interviews with key informants, and analysis of documentation related to violations of school regulations. Empirically, the use of CCTV does not merely function as a technological device, but has evolved into an integral component of the school's behavioral management system. The presence of surveillance cameras enables the school to monitor student activities continuously, even in areas that were previously difficult to supervise directly by teachers. As a result, this system contributes to the establishment of a more systematic and consistent control mechanism, which gradually supports the development of disciplined student behavior.

In addition, the findings reveal that the use of CCTV exerts a strong psychological influence on student behavior. The presence of surveillance cameras creates a collective awareness that all actions may be observed and recorded, prompting students to regulate their behavior in accordance with school rules. This effect is not merely temporary but has the potential to foster long-term disciplinary habits. In this context, CCTV functions as a visual medium that provides indirect supervision while exerting a tangible impact on behavioral change. This suggests that surveillance technology can serve as an effective instrument in character development, particularly in fostering student discipline.

Furthermore, the implementation of CCTV contributes to enhancing objectivity in enforcing school regulations. The recordings generated by CCTV can serve as valid evidence in identifying and addressing violations, thereby reducing the potential for subjectivity in decision-making processes. This condition promotes a sense of fairness among students, as disciplinary actions are based on verifiable evidence rather than individual perceptions. In addition, the system assists teachers in conducting supervision more efficiently, as it reduces reliance on physical presence in every location. Therefore, the use of CCTV not only improves the effectiveness of monitoring but also strengthens a more accountable and structured discipline management system within the school environment.

These findings are further supported by an interview with the principal of SMK Negeri 1 Lotu, who provided a comprehensive explanation of the role and impact of CCTV in enhancing student discipline, as follows:

"The use of CCTV is not merely a mechanical surveillance tool, but also a strategic instrument in creating a more orderly and controlled school environment. At SMK Negeri 1 Lotu, this visual medium helps extend the scope of supervision beyond what teachers can physically manage at all times. As a result, students feel that they are continuously being monitored, which fosters a sense of awareness and responsibility in their behavior.

CCTV serves several key functions, including monitoring student activities, recording evidence of violations, and providing a deterrent effect to improve discipline. It also functions as a preventive instrument and an objective data collection tool. Through continuous monitoring in areas that are difficult to supervise physically, the potential for violations of school rules can be minimized, as students perceive themselves to be under constant observation.

The impact has been quite significant, particularly in reducing minor to moderate violations. We have also observed noticeable changes in student behavior, with students becoming more orderly in corridors, parking areas, and classrooms. Students are increasingly aware that their actions have consequences, which gradually helps to establish long-term disciplinary habits."

The findings of this study are further strengthened by interviews with teachers at SMK Negeri 1 Lotu, which provide direct insights into the effectiveness of CCTV in supporting student discipline. Based on the interview results, CCTV-based visual media functions not only as a surveillance tool but also as a support system that enhances teachers' ability to manage student behavior. In practice, this technology enables comprehensive monitoring without relying solely on the physical presence of teachers in every area. This contributes to the development of a more efficient, systematic, and continuous supervision system. Moreover, CCTV assists teachers in identifying patterns of student behavior, particularly

during critical periods such as class transitions and break times, allowing for more targeted preventive actions.

As expressed by one of the teachers (E. Zega):

“The use of this visual monitoring system is highly effective in creating a conducive learning environment. As a teacher, I feel that this technology provides strong support because supervision is no longer limited to our physical presence, but is integrated into a system that continuously records activities. CCTV functions as an objective and transparent monitoring tool. It allows us to observe student movements during critical times, such as class transitions or breaks, helping us identify students who neglect their responsibilities. Its impact is very positive, as students become more disciplined in terms of time management and learning behavior.”

From the students’ perspective, the findings also indicate generally positive responses toward the implementation of CCTV in the school environment. Students perceive CCTV as an innovative approach to monitoring that not only controls behavior but also contributes to a more orderly and comfortable learning atmosphere. In this context, CCTV functions not only as an external control mechanism but also as a stimulus that fosters students’ self-awareness in regulating their behavior according to established norms.

As stated by a student from class XII AKL 1 (D. Gea):

“The use of CCTV at SMK Negeri 1 Lotu is a progressive step in maintaining school discipline. Its presence makes us more cautious in our behavior, which creates a more orderly and calm learning environment. CCTV acts as a constant observer, reminding us to follow school rules, such as arriving on time and avoiding restricted areas.”

Similarly, a student from class XI AKC (N. Zega) emphasized that CCTV represents a modernization of the school’s monitoring system. The technology is perceived as a tool that helps create a more controlled and structured learning environment. In addition, students consider CCTV as an automatic reminder that encourages them to maintain proper behavior and avoid rule violations.

This is reflected in the following statement:

“The use of CCTV as a visual monitoring medium is a very positive initiative by the school. I see it as part of modernizing the supervision system to create a more orderly learning environment. CCTV reminds us to follow the rules because monitoring can be conducted across multiple areas simultaneously.”

Meanwhile, a student from class X AKS 1 (A. Zalukhu) highlighted that CCTV plays a significant role in fostering students’ awareness of discipline. According to the student, this technology not only enhances the sense of security but also serves as a reflection tool that encourages responsible behavior in daily school activities.

As stated:

“The use of CCTV is a smart initiative by the school in adopting technology. It acts as a bridge between school rules and student compliance. We become more aware of our behavior because of the organized monitoring system. CCTV creates a sense of security while also reminding us to follow the rules.”

In addition to interview data, observational findings also indicate that CCTV has a tangible impact on student behavior within the school environment. The visible presence of cameras in strategic areas makes students more cautious in their actions. During the research process, students were rarely observed engaging in negative behaviors such as loitering outside classrooms, vandalizing school property, or engaging in conflicts. This suggests the presence of a surveillance effect that indirectly influences student behavior. Furthermore, classrooms equipped with CCTV tend to exhibit a more conducive learning atmosphere. Students are more likely to remain in the classroom and maintain order, even when the teacher is temporarily absent. This indicates that CCTV contributes to the development of

internal control among students, where discipline is no longer solely dependent on direct supervision but also on students' self-awareness.

Overall, the findings demonstrate that the implementation of CCTV-based visual media at SMK Negeri 1 Lotu significantly enhances student discipline. This is reflected in the reduction of rule violations, increased awareness of school regulations, and the development of collective responsibility among students. Therefore, CCTV functions not only as a surveillance tool but also as an educational medium that supports the long-term development of disciplined behavior.

2. Supporting and Inhibiting Factors in the Use of CCTV-Based Visual Media in Enhancing Student Discipline at SMK Negeri 1 Lotu

The findings of this study indicate that the implementation of CCTV-based visual media in enhancing student discipline at SMK Negeri 1 Lotu is influenced by both supporting and inhibiting factors that interact within its practical application. These factors demonstrate that the effectiveness of surveillance technology is not solely determined by the presence of the device itself, but also by environmental conditions, institutional support, and system readiness. In general, the main supporting factors include increased student awareness of discipline, institutional and financial support, and the integration of surveillance systems with teachers' roles. Meanwhile, the primary inhibiting factor is related to technical constraints, particularly dependence on an unstable electricity supply, which affects the continuity of monitoring. Therefore, the implementation of CCTV requires a comprehensive support system to ensure optimal and sustainable effectiveness.

This finding is reinforced by an interview with the principal of SMK Negeri 1 Lotu (B. Gea), who explained that CCTV plays a significant role in improving student discipline while still facing several implementation challenges. From a supporting perspective, CCTV enhances students' awareness of their behavior, as they feel continuously monitored. In addition, support from government funding programs serves as a key factor in maintaining the sustainability of the system. However, from an inhibiting perspective, technical issues such as power outages significantly reduce the effectiveness of surveillance.

As stated:

"The use of CCTV in our school is intended to support student discipline by monitoring their activities within the school environment. The main supporting factor is the increased awareness among students, as the presence of cameras makes them more cautious in following rules, such as arriving on time and avoiding truancy. In addition, government support through school funding programs plays an important role. However, the main challenge occurs during power outages, when the cameras stop functioning and reduce the effectiveness of monitoring."

From the teachers' perspective, CCTV is considered a highly effective tool in strengthening supervision, particularly in detecting violations that were previously difficult to identify. Teachers are no longer entirely dependent on direct observation, as CCTV enables broader and continuous monitoring. Furthermore, the integration of CCTV with reporting systems within the school serves as a supporting factor that allows for faster and more preventive responses to student violations. However, technical issues such as power outages remain a significant constraint.

As expressed by one of the teachers (E. Zega):

"As a teacher who frequently monitors classrooms and outdoor areas, I find CCTV very helpful in detecting violations such as smoking or fighting in hidden areas. One of the supporting factors is its integration with the reporting system, which allows us to respond quickly and preventively. Students also tend to be more compliant because they know their behavior is recorded. However, the main challenge is power outages, which cause the cameras to stop functioning and reduce monitoring effectiveness."

From the students' perspective, the findings indicate that CCTV is perceived as a factor that promotes discipline while also enhancing the sense of security within the school environment. Students are aware that their activities can be monitored, which encourages them to behave more carefully and comply with school rules. In addition, regular explanations from teachers regarding the function of CCTV serve as a supporting factor that improves students' understanding of its purpose. However, students also acknowledge that technical issues such as power outages limit its effectiveness.

As stated by a student from class XII AKL 1 (D. Gea):

"CCTV at school makes me and my friends more disciplined because we know that our activities are recorded, such as not leaving the classroom without permission. This is supported by teachers' explanations about its benefits, so we understand that it not only monitors us but also protects us from misunderstandings. We also feel safer from theft. However, the main problem occurs when there is a power outage, which makes the cameras stop working."

Similarly, a student from class XI AKC (N. Zega) stated that CCTV functions as both a reminder and a learning tool in improving student behavior. In addition, collective responsibility among students becomes a supporting factor, as they remind each other to comply with school rules. However, technical constraints remain a limitation.

As stated:

"CCTV helps improve discipline because it records inappropriate behavior, such as using mobile phones during lessons. Teachers can show the evidence, allowing us to learn from our mistakes. We also remind each other to follow the rules. However, the main issue is power outages, which make the system less effective."

Meanwhile, a student from class X AKS 1 (A. Zalukhu) emphasized that CCTV also contributes to improving compliance with school regulations, particularly in terms of uniform usage and time management. Additionally, the transparency created by CCTV increases parents' trust in the safety and discipline of their children. However, technical limitations remain a concern.

As stated:

"I feel that CCTV helps improve discipline because we become more orderly, such as wearing complete uniforms and not spending too much time in the cafeteria. It also creates transparency, so parents feel confident that their children are safe. However, the main problem is power outages, which disrupt the monitoring process."

Overall, these findings indicate that the implementation of CCTV-based visual media at SMK Negeri 1 Lotu is supported by increased student awareness, institutional support, and system integration with teacher supervision. However, its effectiveness is still constrained by dependence on an unstable electricity supply. Therefore, strengthening supporting systems—such as providing backup power sources and improving monitoring management—is essential to maximize the effectiveness of CCTV in enhancing student discipline.

3. Teachers' and Students' Responses to the Use of CCTV-Based Visual Media in Enhancing Student Discipline at SMK Negeri 1 Lotu

The findings of this study indicate that the implementation of CCTV-based visual media at SMK Negeri 1 Lotu not only contributes to improving student discipline but also generates various responses from teachers and students as direct users of the technology. These responses serve as important indicators of the acceptability and sustainability of CCTV implementation within the educational environment. In general, teachers demonstrate positive responses, as they experience direct benefits in supporting classroom management and supervision. Meanwhile, students' responses tend to be dynamic, evolving from initial discomfort to gradual acceptance over time. This suggests that acceptance of surveillance

technology is not immediate but develops through a process of adaptation and understanding of its functions and benefits within the school context.

This is supported by an interview with the principal of SMK Negeri 1 Lotu (B. Gea), who explained that teachers generally respond positively to the use of CCTV because it facilitates more effective supervision. From the students' perspective, initial resistance or discomfort was observed; however, over time, students began to accept CCTV as part of the school's safety and order system. Additionally, CCTV is perceived as a protective tool that helps prevent issues such as bullying and loss of personal belongings.

As stated:

"Teachers generally respond positively because they feel supported in supervising classrooms and the school environment, especially during break times. From the students' side, there was initially some reluctance, but over time they began to accept CCTV as part of the school's security system that also protects them from bullying and loss of belongings."

From the teachers' perspective, CCTV significantly enhances the effectiveness of supervision while reducing manual workload. Teachers no longer need to rely solely on direct observation, as the CCTV system enables broader and more integrated monitoring. In addition, the availability of recorded evidence helps reduce subjective conflicts in handling student violations, making disciplinary enforcement more objective and fair.

As expressed by one of the teachers (E. Zega):

"My colleagues and I strongly welcome the presence of CCTV because it makes it easier to monitor students in various areas such as classrooms, the cafeteria, and the schoolyard. Initially, students showed mixed reactions, with some feeling overly monitored, but over time they became more compliant as they realized their behavior could be recorded. This also makes classroom discussions about discipline more effective. Personally, I find it helpful because it reduces subjective conflicts and allows the teaching process to run more smoothly."

From the students' perspective, the findings indicate that responses to CCTV were initially negative or hesitant due to discomfort caused by constant monitoring. However, over time, students began to recognize its benefits, leading to more positive acceptance. Students perceive CCTV not only as a monitoring tool but also as a mechanism that enhances safety and supports the development of disciplined behavior.

As stated by a student from class XII AKL 1 (D. Gea):

"My response to CCTV is very positive because it makes me and my friends more careful in maintaining discipline, such as arriving on time and not skipping classes. At first, it felt uncomfortable because we were constantly being monitored, but now it actually makes us feel safer. Teachers also appear more fair when using CCTV recordings, which helps build good habits without excessive pressure."

Similarly, a student from class XI AKC (N. Zega) emphasized that CCTV contributes positively to creating a safer and more orderly learning environment, particularly for female students. In addition, the emergence of collective awareness among students serves as a supporting factor in maintaining discipline, as students remind each other to follow school rules.

As stated:

"I strongly support the use of CCTV because it makes us feel safer at school. It also encourages us to follow rules, such as wearing proper uniforms and staying focused during lessons. Initially, some students resisted, but now they accept it because the school environment has become more orderly and conflicts have decreased."

Meanwhile, a student from class X AKS 1 (A. Zalukhu) noted that CCTV has a direct impact on improving student discipline in various aspects, including compliance with school regulations and time management. In addition, the transparency created by CCTV enhances

trust among schools, students, and parents. However, students also express the need for privacy, indicating that CCTV implementation should be managed carefully to maintain comfort.

As stated:

"I think CCTV has a positive impact because it directly improves discipline, such as not parking carelessly and participating fully in school activities. Teachers also seem more satisfied because supervision becomes more objective. Although we sometimes wish for private spaces without cameras, overall, CCTV makes the school environment more conducive for learning."

Overall, the findings indicate that the implementation of CCTV-based visual media at SMK Negeri 1 Lotu is generally well-received by both teachers and students. Teachers emphasize its benefits in enhancing supervision, reducing workload, and improving objectivity in handling violations. Meanwhile, students, who initially felt uncomfortable, gradually accept CCTV after recognizing its benefits in improving safety, self-awareness, and discipline. Therefore, the positive responses from both groups demonstrate that CCTV is not only effective technically but also socially accepted as part of the school's discipline management system.

B. Discussion

1. The Impact of CCTV-Based Visual Media on Enhancing Student Discipline

The use of Closed-Circuit Television (CCTV)-based visual media in educational settings demonstrates a significant influence on shaping student discipline, both directly and indirectly. Theoretically, the presence of CCTV can be explained through the perspective of social surveillance and situational crime prevention, where increased visibility of monitoring enhances the perceived risk of violations, leading individuals to adjust their behavior in accordance with established norms. Geaviano (2022) emphasizes that surveillance cameras can create behavioral changes through psychological effects associated with the feeling of being observed, while Sari and Wahyudi (2019) argue that consistent monitoring can reduce the likelihood of violations through situational control mechanisms. In the context of education, this concept suggests that surveillance technology functions not only as a control tool but also as a medium for fostering sustained disciplinary behavior among students.

Empirically, the findings at SMK Negeri 1 Lotu indicate that the use of CCTV increases students' awareness of their behavior in daily school activities. Students tend to act more cautiously due to the perception that their actions are continuously monitored and recorded by school authorities. This condition contributes to a decrease in various forms of misconduct, such as tardiness, truancy, and disruptions during the learning process. This effect reflects an indirect social control mechanism, where students internalize rules as part of their self-awareness rather than merely complying out of fear of punishment. Thus, CCTV does not only establish external control but also encourages the development of internal self-regulation among students.

Furthermore, the use of CCTV contributes to improving the quality of classroom learning processes. Awareness of surveillance encourages students to remain focused on learning activities, while teachers become more attentive in managing classroom dynamics. As a result, interactions between teachers and students become more orderly, leading to a more structured and conducive learning environment. This indicates that surveillance technology influences not only individual behavior but also the social dynamics within the classroom. In the long term, such conditions have the potential to foster a disciplined and responsible learning culture, where all members of the school community share a collective awareness of maintaining order.

Moreover, the presence of CCTV contributes to the development of a broader culture of discipline within the school environment. Students are encouraged not only to comply individually but also to maintain collective order as part of evolving social norms. This is reflected in increased adherence to rules such as punctuality, maintaining order within the

school environment, and respecting the learning process. However, the effectiveness of CCTV remains dependent on the active role of school authorities in monitoring and following up on findings obtained from recordings. Without proper management, the function of CCTV as a surveillance medium may not be fully optimized in supporting student discipline.

2. Supporting and Inhibiting Factors in the Use of CCTV-Based Visual Media in Enhancing Student Discipline

a. Inhibiting Factors

In its implementation, the use of CCTV in enhancing student discipline at SMK Negeri 1 Lotu faces several challenges that may reduce its effectiveness as a surveillance medium. The primary inhibiting factors originate from technical, operational, and environmental aspects that do not fully support the sustainability of technology-based monitoring systems. One of the most dominant issues is the dependence on electricity supply, where power outages cause the CCTV system to become non-functional for certain periods. This condition disrupts the monitoring process, making it difficult to detect violations that occur during these times.

In addition, limited camera coverage is another significant inhibiting factor in CCTV implementation. Cameras with restricted viewing angles result in certain areas not being fully monitored, leaving opportunities for students to engage in misconduct in unobserved spaces. To address this issue, additional infrastructure such as more cameras, storage servers, and monitoring systems is required. However, this inevitably leads to increased financial demands on the school, posing challenges in managing an effective and efficient surveillance system.

b. Supporting Factors

On the other hand, several supporting factors strengthen the implementation of CCTV in enhancing student discipline. According to Sanjaya (2010) and Djaali (2008), supporting factors in educational contexts include infrastructure, student motivation, and environmental support. In this study, the main supporting factors include the availability of technological infrastructure, institutional support, and students' awareness of the importance of discipline. The presence of CCTV as a technological medium facilitates comprehensive monitoring, thereby contributing to the creation of a more orderly learning environment.

Furthermore, the integration of CCTV systems with direct teacher supervision serves as a crucial supporting factor. Teachers can utilize CCTV recordings to objectively identify violations and provide timely responses to inappropriate behavior. In addition, the emergence of collective responsibility among students also reinforces discipline, as they remind each other to comply with school regulations. Government support through school funding further strengthens the sustainability of this technology as part of the school's discipline management system.

3. Teachers' and Students' Responses to the Use of CCTV-Based Visual Media in Enhancing Student Discipline

Teachers' and students' responses to the use of CCTV at SMK Negeri 1 Lotu generally indicate a positive tendency, although the process of acceptance involves certain dynamics. From the teachers' perspective, CCTV is perceived as a highly beneficial tool in enhancing supervision effectiveness and reducing manual workload. Teachers are no longer required to physically monitor every area, as the CCTV system enables real-time and documented observation. Additionally, the use of recorded evidence contributes to greater objectivity in handling violations, thereby reducing subjective conflicts between teachers and students. From the students' perspective, responses are dynamic, evolving from initial discomfort to gradual acceptance. At first, some students feel uneasy due to continuous monitoring, particularly in areas perceived as personal spaces. However, over time, students begin to recognize the benefits of CCTV, such as increased safety, reduced conflicts among students,

and the creation of a more orderly learning environment. This indicates that adaptation to surveillance technology requires time and adequate understanding for optimal acceptance.

Overall, the positive responses from both teachers and students demonstrate that the use of CCTV is not only technically effective but also socially accepted as part of the school's discipline management system. Teachers feel supported in carrying out supervisory tasks, while students become more aware of the importance of maintaining appropriate behavior as part of their responsibility. Therefore, the implementation of CCTV can be considered successful not only in improving discipline but also in fostering collective awareness of maintaining order within the school environment.

IV. CONCLUSION

Based on the findings of this study, it can be concluded that the implementation of Closed-Circuit Television (CCTV) at SMK Negeri 1 Lotu significantly contributes to improving student discipline through the creation of a surveillance effect that promotes adherence to school regulations and gradually shapes behavioral awareness. The presence of CCTV functions not only as a technical monitoring tool but also as a mechanism of social control that reduces various forms of misconduct, such as tardiness, unauthorized classroom departures, uniform violations, and behaviors that disrupt the learning process. The effectiveness of CCTV is supported by the integration of technology-based monitoring with direct teacher supervision, institutional financial support, and the development of collective awareness among school members regarding the importance of discipline. However, its implementation still faces challenges, particularly dependence on an unstable electricity supply and limited camera coverage, which may reduce the optimal function of surveillance. Overall, both teachers and students demonstrate positive responses toward the use of CCTV, as it contributes to creating a more orderly, secure, objective, and conducive learning environment.

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