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# DORMITORY MANAGEMENT AND SOCIAL SUPPORT IN SHAPING STUDENT DISCIPLINE: A CASE STUDY AT SMK PERIKANAN RIAU

**Dewi Marlina**[1]
[1]Lancang Kuning University; dewimarlina1970@gmail.com

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**ABSTRACT**

Disciplinary issues in vocational boarding schools are a complex phenomenon shaped by structural and relational factors. This study aims to explore the role of dormitory management and social support in fostering student discipline at SMK Perikanan Provinsi Riau. Employing a qualitative case study design, the research involved one dormitory coordinator, two supervisors, and four student boarders. Data were collected through in-depth interviews, participatory observation, document analysis, and student reflections, then analyzed thematically. The findings reveal that dormitory management plays a strategic role in establishing an orderly environment through systematic planning, organizing student leadership, directing daily routines, and monitoring behavior. Active involvement of dormitory staff was found to be essential in mentoring and guiding students. Meanwhile, emotional, instrumental, informational, and appraisal support reinforced the internalization of disciplinary values and improved students' resilience in adapting to boarding life. The synergy between structured management systems and strong social support networks created a positive climate that encouraged intrinsic discipline rather than compliance due to external pressure. This study highlights the importance of a holistic boarding school management approach that combines professional governance with supportive social relationships. The findings contribute to character education theory and provide practical insights for policy formulation and best practices in managing vocational boarding schools, particularly in the fisheries and maritime sector.

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**Corresponding Author:**
Dewi Marlina
[1] Lancang Kuning University; dewimarlina1970@gmail.com

## 1. INTRODUCTION

Boarding education has long been recognized as a holistic system that combines academic instruction with character building through shared living arrangements. In this context, dormitory management becomes a crucial factor in shaping discipline, responsibility, and social adaptation among students. According to Anderson and Lin

(2021), boarding schools provide structured routines and continuous supervision, which are effective in instilling discipline and self-regulation. However, research indicates that weak dormitory management often leads to indiscipline and conflict (Raharjo & Pramudita, 2022).

Social support is another key determinant of student behavior. Emotional and instrumental support from peers, supervisors, and teachers enhances students' motivation and self-control (Wang et al., 2021). Previous studies (Fitriana, 2023) have shown that the combination of effective dormitory management and strong social support fosters a culture of discipline that is internalized rather than imposed.

SMK Perikanan Riau Province, a vocational boarding school specializing in fisheries and maritime education, faces challenges in ensuring student discipline despite a structured dormitory system. This study therefore aimed to explore how dormitory management and social support interact to influence student discipline.

## 2. METHODS

This research applied a qualitative case study design. The study was conducted at SMK Perikanan Riau Province during the 2024/2025 academic year. Participants included one dormitory coordinator, two supervisors, and four student boarders selected purposively. Data were gathered through in-depth interviews, participatory observations, document analysis, and student reflections. Thematic analysis was applied through data transcription, coding, categorization, triangulation, and interpretation to ensure validity and trustworthiness.

## 3. FINDINGS AND DISCUSSION

### 3.1 Dormitory Management in Student Discipline

Dormitory management was found to be central in shaping student discipline. Managerial functions such as planning daily programs, organizing student leadership, directing activities, and monitoring behavior ensured that discipline was consistently reinforced. The active role of coordinators and supervisors in providing guidance and role modeling strengthened compliance with dormitory rules.

### 3.2 Social Support in the Dormitory Environment

Students received social support in four forms: emotional support (encouragement and empathy), instrumental support (assistance in tasks and routines), informational support (advice and guidance), and appraisal support (recognition and feedback). These reinforced students' confidence and internalization of disciplinary values.

### 3.3 Synergy of Management and Support

The interaction between structured management and supportive relationships created a positive climate. Rather than discipline being externally imposed, students gradually developed self-discipline through motivation, peer influence, and mentoring. This aligns with Bronfenbrenner's ecological theory, which emphasizes the role of interconnected systems in shaping behavior, and Bandura's social learning theory, which highlights learning through modeling and reinforcement.

## 4. CONCLUSION

This study concludes that dormitory management and social support are interdependent in shaping disciplined student behavior. Management provides structure, while social support nurtures resilience and intrinsic motivation. Together, they foster

discipline as a value internalized by students. For practice, schools should strengthen supervisor competencies, optimize student leadership structures, and cultivate a culture of sustainable social support. Future studies are recommended to examine comparative cases in other vocational boarding schools across different regions.

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