



# Perception of Discipline Officers on the Effectiveness of Academic Service as a Disciplinary Sanction for Student Violation on the Habitual Disregard of the ID Policy

*Diana Genevive Layag, Joren Ann Magpantay, Johnny Perez IV*

Student Discipline Formation Office, De La Salle University

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## ABSTRACT

This research looked into the effectiveness of the disciplinary action of giving academic service to students who committed violations of the university ID policy. Doing academic service for students is considered facilitative in allowing students to reflect on the consequences of the university misconduct on the habitual disregard of the ID policy. The methodology employs the PDSA model in collaborative action research by looking into three years of existing data on university services on the student discipline records as well as conducting a focus group discussion of discipline officers. This study is part of an ongoing exploration of the use of academic service as a form of disciplinary action for students who were found to have committed university violations of habitual disregard of the ID policy. FGD transcripts were thematically analyzed. As action research, researchers' reflections are also incorporated. This qualitative research also seeks to improve this form of student discipline formation intervention to students by emphasizing reflection in the disciplinary action for student conduct violations, incorporating the framework of service learning. It also aims to improve this intervention and/or develop a new program that will better address specific student needs in this particular university infraction.

**Keywords:** academic service, disciplinary action, student discipline, discipline officer

## INTRODUCTION

In the past years, ID policy has consistently been the most violated policy in the university. The ID policy of the university ensures that students come to campus with their respective identification cards (IDs). If the students fail to bring their IDs, the university initially records the number of times students enter the campus without their identification cards based on their declaration of leaving it elsewhere or losing it. They are given campus passes which will serve as identification while inside the campus. Students are only allowed a set number of times to enter campus without their IDs, after which, accumulation of left or lost IDs will lead to an offense. Entering the campus after a set number of times is a minor offense. Accumulating minor offenses demonstrates a habitual disregard for the university's policy. Such accumulation becomes a major offense.

Pre-pandemic, habitual disregard for policies of the university, particularly the ID policy, has consistently been the most violated policy in the university. In the first versions of the student handbook, a student who leaves the ID three times in an academic year (AY) incurs a minor offense and an academic service (AS) of four (4) hours to the student's department or college. If this continues in the same AY for the fourth time, a second minor offense is recorded with an additional 4 hours of AS. If it reaches a 5th, it becomes a major offense. As the student handbook gets reviewed, revisions have been made to this policy. In the succeeding versions, the count spans the entire university stay of the students. The accumulation of five (5) left/lost ID reports is equivalent to a first offense in which the student undergoes a formation program. On the succeeding five ID reports (10th time), a second offense is given, and a university service of eight (8) hours is required. On the 15th report, the student is charged with a major offense of habitual disregard of the university ID policy.

The student discipline office is one of the primary offices that is tasked to implement the university student handbook, especially that which involves student discipline. The discipline officers actively enforce these rules stipulated in the handbook. In matters pertaining to the enforcement of the ID policy, discipline officers monitor the ID-related policy compliance of the students which includes ensuring students on campus visibly wear their IDs, checking the ID record of those who entered campus on declared left and lost IDs, encoding this record, and calling the attention of those who have accumulated left and lost IDs equivalent to an offense. The discipline officers then conduct a case conference with these students and refer them to the offense's respective consequence, one of which is the referral to the student's college for academic service.

Once a student has incurred a minor offense of habitually entering campus without an ID, he/she is referred for academic service, which is to serve their respective departments or colleges as a sanction. This academic service, in the form of office-related or academic-related tasks, aims to help the

students reflect on their actions and avoid further violating the ID policy. It is to be done for a requisite number of hours. After which, a certificate of completion should be presented to the student discipline office.

Though ID policy violations may start as minor offenses, accumulated violations of the same offense eventually become major offenses, affecting students later to vie for opportunities such as honors, awards, scholarships, and the like. For this particular violation, the academic service is deemed to curb the habit of entering the campus without one's ID.

In McDougle & Li (2023), Donahue & Mitchell (2010) cited that "a long-standing goal of higher education has been to produce informed, active, and engaged citizens; and, service-learning has become a widely utilized pedagogy (and philosophy) for achieving this goal." Kolb (1984, in Kienle, 2005) considered that "an effective service-learning experience must prompt students to reflect on what they have experienced and to think about how their observations can lead to questions and concepts that deepen their understanding of the world." As such, Mills (2001, in Kienle, 2005) recommends that regular journaling can help students cope with significant stressors and develop critical thinking skills through meaning-making exercises.

Lin's (2021) service-learning study "revealed that the contents of participants' reflections took on a qualitative change as their service experience accumulated. Before their service experience, their reflections focused on personal expectations... After their service experiences, their reflections were extended to include social concern." Salam et al (2019) enumerated the emerging issues and challenges in using SL based on a systematic literature review of 133 SL studies. These are "time management, lack of financial resources, facilitating proper interaction between participants, assessment of service learning and developing connection between course learning objectives and community service." They also noted "monitoring students' progress and tracking their experiential fieldwork is quite a challenging task."

This research undertaking intends to answer the following research problems:

1. What are the perceptions of the discipline officers regarding academic service as a disciplinary action on habitual disregard of the ID policy?
2. How can the university help them?

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## METHODOLOGY

### Research Method

This study uses the PDSA (Plan-Do-Study-Act) Model in Action Research, which consists of three phases: pre-implementation, implementation, and post-implementation phases. These phases were followed to develop the action plan. As part of an ongoing exploration, this particular research report focuses on the PDSA model's pre-implementation phase, which consists of (1) gathering data on students who did academic/university service as disciplinary action due to ID policy violations of students for three years, namely, AY 2017-18; AY 2018-19, and AY 2019-20; (2) identifying key informants; and (3) getting the perceptions of these informants to shed light on the phenomenon under study.

### Research Design

The research design is collaborative action research using the Plan-Do-Study-Act (PDSA) Model, which is qualitative in nature. The PDSA action research model is "a model for improvement that provides a framework for developing, testing and implementing changes leading to improvement. It is based on the scientific method and moderates the impulse to take immediate action with the wisdom of careful study" ([www.england.nhs.uk](http://www.england.nhs.uk)). Sagun & Prudente (2023) also attest that the plan-do-study-act steps are "repeated for continual improvement in the educational setting."

### Participants

Five seasoned discipline officers of the university, with an average of 20.2 years of experience in the discipline formation office, handling ID violations, were invited to participate in a focus group discussion. Years of experience in handling ID violations range from six to 32 years.

### Research Evidence

The research evidence used in this study is the office report on the data of student violations for the academic years 2017-18, 2018-19, and 2019-20, FGD schedule, and transcriptions of FGDs.

### Ethical Issues

In the conduct of this study, the informed consent of the participants was taken and provided via an informed consent form enumerating their rights to take part in this research endeavor as well as to withdraw at any time.

### Data Gathering Procedures

The following enumerates the research procedure undertaken for this study:

1. Collate the reports and records of students who have undergone university service as a disciplinary action for student conduct violations for AY 2017-18, AY 2018-19, AY 2019-20.
2. Identify key informants from the student discipline formation office who are seasoned discipline officers.
3. Develop and validate the FGD questions.

4. For research participation, prior to the focus group discussions, get informed consent from participants.
5. Schedule and conduct the FGDs.
6. Transcribe FGDs
7. Thematically analyze transcriptions. Iterate.
8. Member checks among researchers.
9. Confirm analysis with participants through separate meetings with them.
10. Write the research.

### Data Analysis

The qualitative data was analyzed using thematic analysis. Member checking and peer debriefing were conducted. Transcriptions and the results of the thematic analysis were presented to the participants for confirmation and comments.

## FINDINGS

Habitual disregard (HD) for university policy is considered a major offense and is the accumulation of minor offenses that a student has incurred. Thus, a student will have this major offense if he or she has accumulated minor offenses in his/her record. Entering the campus without an ID becomes a minor offense after five times, a second minor offense on the 10<sup>th</sup> and becomes a major offense on the 3<sup>rd</sup> minor offense.

The table below shows the data on the major offense of habitual disregard for university policy. All kinds of habitual disregard for university policy (2<sup>nd</sup> column of Table 1), including the ID policy, have a total of 43 counts during the AY 2017-18. The count seemed to further lessen as the years progressed, with AY 2018-19 having 25 total counts and 12 counts in AY 2019-20.

Narrowing further on the data on habitual disregard for the ID policy, which is entering the campus without the university ID, 36 out of 43 habitual disregard of policy cases are in the ID policy (84%). The student handbook was revised in AY 2018, including the number of times of entry without an ID to the campus. AY 2018-19 showed a decrease not just in the overall total number of cases of habitual disregard for policy, but also in ID policy violation, which is 18 out of 25 (72%). The data for AY 2019-20 showed a marked decrease in the numbers: only 10 out of 12 HD for university policy cases are about the ID policy (83%). However, it is important to note that in the middle of AY 2019-20, the COVID-19 pandemic hit, which meant students did not go to classes at the university.

	HD (All)	HD (ID)	%
AY 2017-18	43	36	84
AY 2018-19	25	18	72
AY 2019-20	12	10	83

Table 1. Three-year data on habitual disregard for university policy

This data on habitual disregard for ID policy shows that before students incurred a major offense, two minor offenses have been committed (e.g. entering the campus without an ID five and ten times). Before reaching this point, the third minor (major) offense, the students have undergone the required sanctions and interventions per offense, including academic service, before culminating into the major offense.

Thus, this report shows the experiences of discipline officers (also called discipline formators) when referring to the violation of habitual disregard for policy, in this case, entering the campus without an ID. The research question "What are the perceptions of the discipline officers regarding the academic/university service due to ID policy violations?" is answered by the following **major themes** generated from this group.

### Mindfulness

The discipline officers have observed the seeming lack of mindfulness of these students that led to the commission of the violation of habitual disregard for the university policy of requiring students to bring their IDs when entering campus. Students have been noted to be forgetful of their personal things such as their ID, losing this, or not considering its relevance when coming to campus. This emphasizes the need for it.

"...pag nagpapalit sila ng wallet, nakakalimutan nila yung ID nila. Pag nagpapalit ng bag, yun nakakalimutan din nila." (...when they change wallets, they forget their ID. When they change bags, they also forget it.) (Participant 1, Line 272-273)

"...meron ding estudyante talaga na makakalimutin...Nawawala nila, parang alam mo yun, hindi sila masyadong maayos sa gamit nila," (...there are students who are just forgetful...They forget, they are not too organized of their things.) (P2, L285, 291)

"Tapos yung iba naman ang reason... 'umuwi ako ng probinsya, naiwan ko dun...' sabi ko nga, sana maging mindful din kayo sa gamit ninyo..." (There are others who reason, 'I went to the province and left [my ID] there...' I tell them that they should be mindful of their things.) (P3, L324, 326)

"...yun nga nakasabit sa kahit saan... Nakalimutan ng dalhin yung ID kakamadali." (...they just put it anywhere... Then they forget their ID because they are in a hurry.) (P4, L340-341)

"...parang less mindful sila sa mga nangyayari sa buhay nila... Nawawala lagi sa isip nila na, 'uy may ID nga pala ako na kailangan bitbit ko papasok ko sa school'... parang lack of mindfulness." (It's like they are less mindful about what is happening in their lives...they always forget that they need to bring their ID when they go to school...like a lack of mindfulness.) (P5, L359, 362, 365)

### **Student Responsibility**

One of the major themes unearthed reveals that when students violate the ID policy, they seem to *minimize the offense*, not taking the violation seriously since the ID policy initially starts as a minor offense, in the first few left or lost ID counts. Although a minor offense, they are to undergo interventions for behavioral infractions. Eventually, this minimization leads to bigger consequences when the violation becomes a major offense.

"Hindi nila pinansin yun kasi during that time..." (They do not mind it during that time...) (P1, L388)

"Nako-consider nila na maliit na bagay yung ID. Kaya okay lang kahit makalimutan..." (They consider the ID policy as a minor thing. It seems okay to have it forgotten...) (P5, L360-361)

"...parang less welcoming sa kanila yung intervention... 'Nakalimutan ko lang yung ID. Sir, parang ano, ID lang? Hassle.'" (...They seem less welcoming of the intervention... 'I just forgot my ID. Sir, just for the ID? Hassle.')

"...for the first two violations hindi sila nag-report. Pumupunta na lang sila nung naka-tatlo na sila, tatlong minor." (They do not report for the first two violations. They just come when they have three minor.) (P4, L483)

Students are also found to have *difficulty with compliance* regarding the consequences of their offenses.

"Ay sir, hindi ako nakapunta kasi importante yung klase ko... Nawala ko po pati yung (referral) form." ('Sir, I was not able to come because my class was important...I lost the referral form.') (P3, L516-517)

"Kung minsan pa nga, dalawang type ko na. hindi pa rin dumiretso. Pangatlo, pupunta na naman." (Sometimes, I've typed [the form] twice, the student still does not go [to the referral office]. The student comes back the third time.) (P3, L522-523)

"Rampant dati yan. Kapag binigyan mo ng referral yung student (academic) service ay nawawala talaga nila. Bumabalik-balik sa office. Hingi ulit ng referral...Hindi siya masyadong...concern sa ginagawa niya, sa pag-refer mo sa kanya. Binabalewala niya..." (That was rampant. When you give the student an academic service referral [slip], they would usually lose it. They come back and forth to the office. They would ask again for referral... They usually do not give much concern to what they do, to your referral to them. They disregard it.) (P2, L552-553, 555-556)

They do not give priority to doing the academic service intervention that they are supposed to do until they need clearance for academic matters.

"Sir kailangan ko ng kwan kc apply to graduate ako at kailangan ko mag-render para maka-graduate ako." (Sir, I need [clearance] because I have to apply to graduate and I need to render [academic service] to graduate.) (P3, L517)

"...lalo na yung pa-graduate na. Yung na ha-hassle na sila at ngayon lang nila aasikasuhin. Ayan, kailangan nila mag-clear. (...especially those who are graduating. Those who are hassled because they would only do the [academic service] now. They need to be given clearance.) (P5, L469)

"...ang daming estudyante na kung kailan...may kailangan pala sila...saka lang nila naaasikaso na gawin yung academic service." (...a lot of students would do their academic service only when they need to.) (P2, L559)

When students then comply, it is for *mere compliance*.

"So, yung pakiramdam nila ay sobrang hassle. Sobrang pahirap talaga, Yung policy na yon. yung requirement na yun." (They felt it was too much of a hassle, too difficult, that policy, that requirement.) (P5, L471)

"Parang matapos lang yung service. Parang ano lang sila, for completion lang." (They just want to finish the service just for completion.) (P2, L694)

"Ang habol lang naman nila ma-sign-an yung certification nila..." (What they are after is to have their certification [of academic service completion] signed.) (P4, L705)

### **Accompaniment**

Discipline officers are formators. They accompany the student in their life's journey as they go through their experiences inside the university. The discipline formators, indeed, process the administrative part of policy violations but more importantly, they journey along in the

experience of these students when they incur these infractions. These are seen even in the *administrative processes* undertaken when working on the documentation and investigation of student discipline cases. Albeit procedural in that what is stipulated in the handbook is what transpires in the case processing, the discipline officers carry a *formative* stance when talking with the students.

They give advice to students, reminders, and even go out of their way to help students prevent from possibly incurring violations or in assisting them in accomplishing their compliance with academic service.

"...ginagawa ko bago mag-3 times left ID yung bata, sa 2 times left ID pa lang pini-page ko na siya...ang purpose noon ay para ma-advise ko kaagad siya o ma-remind siya na pag magkaroon (sya) ng three times left ID that would be a minor offense." (...what I do, before a student gets a record of 3 times left ID, I page the student on the second time... the purpose is to immediately advise or remind the student that if they incur three times left ID, that would be a minor offense.) (P1, L401-404)

"kapag fully informed yung bata na case con natin on time...maiwasan din yung pag-aabot nito sa major." (When a student is fully informed and given a case conference on time...a major offense can be prevented.) (P2, L420-421)

"Sabi ko na una palang makinig na tayo para hindi tayo magkaroon ng ganyang iniintindi." (I remind them to listen at the start so that we would not have to worry about that [major offense].) (P3, L447)

"So, para ma-accommodate sila ay ni-refer namin sila...for alternative." (To accommodate them, we refer them for alternative.) P4, 587-588)

On the other hand, accompaniment calls for the processing of student learning in the experience. However, one shortcoming seems to be the *transactional* processing of academic service once the student submits the proof of its completion.

"pagkatapos nila na mag-render ng sa sinabi kong college nila...ibabalik nila yung form sasabihin nila. "Thank you, Sir. Ok lang natapos ko na.'... "sabagay hindi natin tinatanong kung ano ba yung naging experience nila doon sa pagkaka-render mo ng duty kung wala namang ganon." (After they render service to their college, they return the form, say "Thank you, Sir. I have done it.'...Anyway, we don't ask about their experience when they render their duty.) (P3, 614, 618)

"Basta inabot na lang...receive lang natin..." (When they give [the form], we just receive it.) (P1, L644-655)

"Usually, di naman kasi tayo talaga nagtatanong...basta may ganung pinapa-receive sa atin." (We don't usually ask...when we receive something like that [academic service completion form].) (P2, L656-657)

"hindi ko nga naman nakakamusta kung anong naging experience nila, may natutunan ba sila, na-hassle ba sila?" (I am not usually able to ask about their experience, if they learned something, if they were hassled.) (P5, L676)

### Organizational Challenges

These are the concerns that require further *coordination*, especially with the implementing offices outside the referring office, in this case, the discipline office.

"...hindi sila naa-accommodate sa college nila." (...their college could not accommodate them.) (P3, L512-513)

"During pandemic, ni-resolve na lang para maka-accommodate sila kasi yung iba po may mga offices na walang maibibigay na task. Kahit sabi namin na ipa-refer nila sa ibang department. Wala rin...Kaya yung iba- wini-waive nila yun. Yung iba talagang wala silang sinusulat." (It was resolved during the pandemic in order to accommodate the students since the offices had no task to give, even when we requested to refer them to other departments. Others waived it [academic service]. Others really don't write anything.) (P4, L584, 586)

"Meron nga kaming ni-refer na pagkabigay mo, pagbalik may pirma na." (There were those that after referral, they come back [immediately] with signature [of completion] already.) (P2, L762)

"kasi hindi na hassle makikipag-coordinate sila pabalik-balik sila sa department." (It won't be a hassle to coordinate back and forth with their department.) (P5, L604)

The lack of *clear-cut guidelines* to follow in the execution of the academic service also seems to be a challenge as students do academic services that are limited to office paperwork and research work, the latter being dreaded. The gravity of the academic service work depends on the people in the implementing referral offices.

"wala naman tayong guidelines sa academic service kung ano ba yung mga panuntunan na pwede nilang gawin...parang academic service na parang wala lang." (We don't have guidelines in academic service about what they can do...like an academic service that means nothing.) (P1, L686-687, 690)

"Pero mas maganda nyan, magkaroon ng guidelines kung ano ba talaga ang dapat gawin." (It would be better to have guidelines on what [students] are supposed to do.) (P4, L745)

"...di natin kontrol kung ano yung guidelines na ibinibigay nila dun sa mga nag-a-academic service." (...we do not have control about the guidelines given to those who do academic service.) (P5, L816)

## Student Learning

The academic service needs to ensure student learning in the experience. But this seems to be different from the observation of the participants about the students they refer for service.

*“Kaya ang nagyayari, minsan pinagche-check lang ng papel, kung ano lang pwede nilang gawin...parang academic service na parang wala lang.”* (What happens is that students are made to check papers, whatever it is that they can do...an academic service that seems like nothing.) (P1, L689-690)

*“Wala man lang sa aking nagpatotoo na ‘marami akong natutunan, na-experience.’ Walang ganun.”* (No one has testified to me that they have learned a lot from the experience.) (P3, L699)

*“Basta ma-complete nila yung task, wala sa heart kumbaga. Nandun sa goal pero wala sa heart...Parang di tumatanim sa isip nila yung gravity ng violation nila”* (P4, L706-707, 749)

The discipline formators also shared the value of learning from the experience of students in doing academic service. Despite being fraught with concerns in the implementation of this intervention, as formators, these participants believe that it is important for the students to get something from the experience.

*“Depende sa student eh. Depende sa ginagawa nila sa service. Kung meron ba talaga silang learnings dun sa ginawa nila. Kung ganun, merong learning. Kumbaga maayos yung ginawa nila, natuto sila dun sa pinagawa sa kanila. Alam mo yung pinaghirapan nya talaga siya yung bago mapirmahan yung kanyang referral completion ng academic service.”* (It depends on the student and what they do in service, if they really learn. If that’s the case, there would be learning if what they did well and learned from they did in [academic service]. If they worked hard to earn the signature in our academic service referral.) (P2, L758-762)

*“Tingin ko yung university kaya sila nag-decide ng academic service para malaman nila o ma-recognize o para malaman ng estudyante na kahit ID lang siya, may responsibility sila...Sometimes po, may effect naman po. It helps them to reflect dun sa mga nagawa nilang irresponsible or not mindful of their actions.”* (I think the university decided on academic service to help the students realize that ID is a responsibility...Sometimes it has an effect... It helps them to reflect on their irresponsible or unmindful actions.) (P4, L742-743, 783)

*“...there is a very valuable, malaking potential for, learning ng isang academic service intervention. Especially, doon sa immersion, the students are immersed into real life work...magandang exposure yun ng ibinibigay sa estudyante na talagang seryoso ang buhay...Kahit ID lang yan, talagang it’s part of our responsibilities.”* (...there is a very valuable potential for learning in an academic service intervention. Especially in immersion where the students are immersed into real life work... it gives good exposure for students to realize that life is a serious matter... that even in bearing one’s ID is part of our responsibilities.) (P5, L796-798, 803-804)

Thus, the above findings were the students’ need for mindfulness and taking responsibility for one’s actions, acknowledging organizational challenges, the discipline officer as formator doing student accompaniment, and realizing student learning in the academic service.

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## DISCUSSION

With the data on decreasing numbers of offenses on habitual disregard for policy, particularly ID policy violations, it is presumed that the student handbook revisions may have affected this decline. Also, the pandemic situation did not require students to go to campus. Thus, the possibility of leaving one’s ID was out of the discussion. However, looking at the percentages and the trend, one can surmise that the topic of habitual disregard for the university ID policy is not yet resolved.

This paper delved into the perceptions of discipline officers (also called discipline formators) when referring to the violation of habitual disregard for policy, in this case, entering the campus without an ID. The major themes found in this study were mindfulness, student responsibility, student accompaniment, organizational challenges, and student learning.

Mindfulness is considered critical to students, especially at a time when distractions are aplenty. There is a need to emphasize student responsibility as students respond to the violation by minimizing it, not prioritizing completing the corrective action of academic service, exhibiting non-compliance, or, if ever, compliance for the sake of it. Student accompaniment means “to escort, attend, guide, and co-exist.” This facilitates students’ self-reliance and independent work (Wilson, 1996, p.270, in Motlhale, 1999). This accompaniment is seen in the way discipline formators provide a formative stance and are keen to help students prevent violations, even in the administrative processes. Organizational challenges surface in the coordination and apparent need to establish clear-cut guidelines as students are referred to university offices. Lastly, there is a need to ensure that student learning happens in the doing of academic or university service for students where students’ experiences are processed and guided by adult formators.

Thus, given these findings, the discipline officers understand the importance of learning from the academic service experience of students, as a disciplinary action to the habitual disregard of the university’s ID policy. Students may need to realize and show appreciation for this formative intervention that the university has crafted for their discipline formation. It is imperative that the students referred to offices due to the violation of ID policy be ensured that they reflect on their actions and the consequences of these, and develop qualitative changes through this experience. This is the goal of service learning in this context. It is not the work of the students alone, though at most, they are deemed to gain the most. It takes a village, as they say. It takes communal effort to reach aspirations that touch hearts and transform lives, the very essence of an educational enterprise.

As a result of this action research, guidelines on the academic referral system were created for implementation in the student discipline office. This includes the development and use of processing questions for students' experience, reminders to discipline formators such as referral to the posting of the matrix of ID violations (1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> offense and implications for each), and reminders to students such as the practice of the university reflection framework as they answer the processing questions.

The researchers also developed processing questions to guide students in reflecting on their academic service experience. This will be given to students as they give their certificate of academic service completion. Students will be invited to use the university reflection framework and be told that there are no 'right' or wrong answers to encourage them to answer. After answering the questions, the discipline officers will initiate a short "kumustahan" (exchange) to talk about some of their answers. This formative exchange aims to help the students process their experience and will last for a maximum of 15 minutes only. The questions are about the tasks done, the description of experiences and emotions while doing the service, their perceptions of the helpfulness of the academic service for them, and a solicitation of recommendations.

### Researchers' Reflections

The ultimate goal of this research endeavor is to zoom in on current practices in the student discipline office and see if they met their objectives when they were first crafted for implementation. The significance of enforcing university rules, such as simply having one's university ID when entering the campus, not only serves to identify students but also promotes being responsible for oneself. Service learning as disciplinary action for student conduct violations is a proposal.

In this study, the academic service implemented by the office is examined. Taking a researcher's stance among colleagues, disengaging from the conversations by not being part of the participant pool, and taking the scientific approach is quite challenging since the topic is also deemed very interesting from this researcher's perspective. Since these are the initial themes of a bigger study, it is exciting to go through the iterative process to fully develop themes. This will serve as a triangulation of the study on top of the discussion with other co-researchers in the study. Due to logistical challenges, the original research plan of getting three FGD groups, each representing a different perspective on academic service due to ID violations, was modified. Thus, this paper presents the findings on the FGD of the first group of participants, the experienced discipline officers.

Doing action research as the discipline officer has also been a very refreshing and challenging experience. The volume of data has felt overwhelming, especially when regular operations run simultaneously with research activities. Good communication skills, such as active listening, peer support, encouragement, and guidance have been very facilitative for the success of this endeavor. One of the important lessons learned in this activity is the obvious need for reflection on what the students learned in their academic service.

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## CONCLUSION AND RECOMMENDATIONS

This study is primarily on the perceptions of discipline officers on academic service as a disciplinary action for students who have been charged with the offense of habitual disregard for policy, specifically, entering the campus without an ID. Discipline officers consider this academic service a very important activity in helping students reflect on the ID policy violation they have committed. However, based on this inquiry's findings, challenges need to be addressed in implementing this disciplinary action, which involves processing students' experience of doing academic service, ensuring that students have learned from the experience, and enabling processes that facilitate student reflection and learning. This study could further be explored by considering the perspectives of other stakeholders, particularly of students who have been charged with habitual disregard of the university policy on ID. The viewpoints of those in the offices where students were sent to conduct their service are also invaluable in completing the picture of students enmeshed in the processes to be able to fulfill the requirement. Since this study has been conducted in a private university setting, student discipline or conduct offices may vary in structure and in the sanctions imposed on students. Researchers may also consider replicating this in their own settings to confirm similarities and share differences in the findings based on their contexts.

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