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Analysis of students discipline on the learning process at elementary school

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ABSTRACT

The problem of student discipline is an important thing that must be considered. It is known that in the learning process there are various discipline problems committed by students such as skipping school, arriving late, disobeying school rules and regulations, not doing the assigned tasks, not focusing on learning, etc. often occur. If these various problems are left unchecked, they will interfere with the student learning process and have an impact on their learning achievement. This study aims to determine the problems of student discipline in grade V of SD Negeri 2 Ngampel during the learning process and its impact on learning achievement, as well as the efforts given by teachers in instilling the value of discipline towards students. This research was aimed at teachers and grade V students at SD Negeri 2 Ngampel. This research uses a qualitative approach with data collection techniques obtained from interviews, observations, questionnaires and documentation. Based on the results of the analysis, it can be concluded that the discipline of grade V students at SD Negeri 2 Ngampel during learning is quite good. However, it needs to be improved again when viewed from several existing discipline problems. A teacher plays an important role in striving to instill the value of discipline to students so that the learning process can run effectively.



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Introduction

The development of this increasingly modern era brings many changes. Where technology is sophisticated and everything is fast-paced or what we call the industrial revolution 4.0 era. This can be seen from the many phenomena that often occur today and the future challenges faced are increasingly complex. In the world of education, the existence of the 4.0 revolution has a positive impact with the advancement and development of the learning system. However, it also has a negative impact on the world of education if it is unable to answer the challenges that arise in this era. The negative impact that is caused and that we can see today is the lack of strengthening of character education for the younger generation (Siregar, 2019).

In this modern age, a child must receive an education. One of the places is school. Schools are educational institutions that organize formal education and have a very important role in educating children and making them the golden generation in this day and age. Education began to develop since the existence of humans on this earth and is sustainable and sustainable. The government is trying to improve the quality of teaching staff and the use of learning models that are in accordance with the needs of students in an effort to educate the life of the nation (Witarsa & Alim, 2022)

Education is also a learning process that is obtained by each student with the aim that students understand, understand, and become more mature, and are able to make students become individuals who think critically (Bp et al., 2022). In the world of education, learning has a very important role in achieving a goal. Learning can help a student in developing their potential. Therefore, it is important for a student to understand a learning concept in order to create an effective and efficient learning process. The expected goal is for teachers to achieve teaching and learning activities together with their students (Faizah & Kamal, 2024). Education in Indonesia is carried out deliberately, regularly and planned, which means that education can change or develop the desired behavior and attitude (Purwaningsih et al., 2022). The behavior and attitude in question is discipline. A student can follow the learning process well if it is based on the existence of strong discipline values. However, in this modern era, the value of character possessed by a student, especially the character of discipline has begun to decline. Judging from the many deviant actions or behaviors that often occur. These actions or deviant behaviors have gone far beyond the values of character education (Hartini, 2017).

Discipline is a behavior and attitude that must be possessed by a child in the process of forming and developing his character and attitude (Mz, 2018). In addition, discipline is also an absolute requirement to achieve goals or in other words, discipline is the key to success (Sari et al., 2023). Discipline has the ability to create individuals who can understand and distinguish what can be done and what should not be done. Without discipline, the classroom atmosphere will be less conducive because discipline will create a calm and orderly learning environment in the learning process (Wahid et al., 2018). Students who are disciplined because of their self-awareness will succeed in achieving their learning achievements. Conversely, students who are undisciplined and often violate school rules will have difficulty in maximizing their potential and learning achievements (Awiria, 2021).

So it can be concluded that, students who obey their discipline will have good learning achievement. Meanwhile, students who do not comply with their discipline will tend to have low or poor learning achievement. Learning achievement is the result that has been achieved by students obtained from the learning process which can be seen from the knowledge, attitudes, and skills they have (Adawiyah et al., 2018). One of the attitudes in question is discipline. Therefore, discipline must be instilled in every student from an early age in order to achieve success in the future (Ayub, 2022). The benefits of discipline for students are numerous, especially during learning. Students who can demonstrate self-discipline in carrying out their academic programs will perform better than other students. Student discipline has a great influence on their academic and non-academic success (Sulistawati, 2021). This disciplined attitude is one of the keys to student character building at school. If students can be disciplined according to school regulations, a conducive and pleasant environment will be created (Wahid et al., 2018). Therefore, discipline has a function to support the implementation of the learning process to run smoothly and has an influence on the creation of schools as a conducive educational environment.

Discipline can also be defined as obedience and compliance with existing regulations (Novita et al., 2019). Without rules, discipline will not be achieved. The existence of rules will train a person to be disciplined in everything, and with a disciplined attitude, a person will succeed in what he aspires to. This is why discipline is a key asset to success. Discipline and rules are things that go hand in hand so that both are sustainable. Disciplined behavior is born from rules and these rules must always be obeyed. However, in this modern era with rapid development, the character of student discipline has declined and disappeared. The loss of the character of discipline is because today's children often ignore the importance of discipline itself and consider it not important to do. Whereas in reality the character of discipline is an important thing that a student must have in this sophisticated era. discipline is the key to a young generation to achieve goals and increase productivity in the future. If we have a strong disciplinary character, we can maintain commitments, manage time efficiently, and overcome challenges better. It also forms the basis for achieving success in various aspects of life, both in terms of career and education (Mahdi et al., 2022).

Based on the results of observations and interviews at SD Negeri 2 Ngampel, several problems of student discipline in the classroom during the learning process were found (Nurreni et al., 2021). This can be seen from the fact that there are still many students who violate discipline in learning, making teaching and learning activities disrupted and ineffective. Of course, the problems committed by these students also have an impact on their character values and development. Some of the discipline problems that often occur are being late for school, skipping class, sleeping during class hours, wearing uniforms that are not in accordance with the rules, not doing the assignments given, disturbing friends when the teacher explains the material, and others. These various discipline problems can arise from behaviors that are triggered by various factors.

These various discipline problems can arise from behaviors that are triggered by various factors. The factors that influence the existence of student discipline are inseparable from the factors that influence student learning activities (Sugiarto et al., 2019). Basically, a disciplined attitude is a stage of student learning from a

disorganized attitude to a regular attitude. The factors that influence student discipline are internal and external factors (Ilahi et al., 2017). Internal factors are factors that exist in the individual itself, namely the first physical factor which includes health factors and body defects where a student when has a body defect, the process of daily activities is disrupted because their body condition does not allow them to do something perfect compared to children who do not have body defects causing the child to become inferior and shy to do an activity. The second factor is fatigue, which includes physical fatigue seen with the weakness of the body and the tendency to lie down and spiritual fatigue can be seen with lethargy and boredom so that interest and drive to produce something is lost. This causes someone to become lazy and not passionate about doing anything which can cause the child to become undisciplined.

While external factors are factors that exist outside the individual, namely the first family factor where the family is the main center of education, but also a difficulty in discipline in learning (Admelia et al., 2021). The family is one of the first educational institutions to educate children to be good, in the family, discipline must first be instilled in children when they are still in the family environment, because the family is the first social community that children enter, when discipline has been instilled early in the family environment, the child's disciplinary attitude will become a habit when they are outside the environment (Utami, 2021). In addition, school factors where this school environment involves teachers, tools, activities, buildings and school time. All the factors included in the school environment above can affect student discipline, when they are in school (Herlina et al., 2020). Among the factors that influence it is the teacher.

Student discipline can run optimally if a teacher tries to participate in instilling the value of discipline during the learning process, because a teacher plays an important role in shaping the character of discipline in students (Kharisma & Suyatno, 2019). For example, making rules or regulations that must be obeyed by all students and if not implemented properly, punishment will be given. In the learning process, teachers can also give appreciation in the form of words or applause to students who are active in learning so that these students feel more valued. In addition, teachers can also communicate with students directly to find out what problems they face, then approach them intensely and slowly change the character or behavior of students to be more disciplined. Thus, the formation of student discipline is due to the role of the teacher in providing good examples and role models of discipline. Based on the description above, the researcher is interested in examining more deeply the problem of grade V student discipline in the learning process at SD Negeri 2 Ngampel and several factors that influence it, as well as its influence on student learning achievement.

Method

This research uses a method with a qualitative approach. As Sugiyono (2020: 7) explains: "Qualitative research methods are research methods used to research on natural object conditions, where the researcher is the key instrument". This research is also descriptive analysis, because the nature of the research is descriptive, so the reason for using a qualitative approach is that researchers want to answer all the problems regarding the various problems of discipline of grade V students at SD Negeri 2 Ngampel. According to Sugiyono (2019), research subjects are parties related to researchers to obtain information related to research data which is used as a sample of a study. So that the research subject plays an important role in a study and must be prepared in advance before the researcher collects data. The subjects in this study were class teachers and grade V students at SD Negeri 2 Ngampel, totaling 6 people. The location of this research was at SD Negeri 2 Ngampel, Tambakselo Village, Ngampel, Blora District, Blora Regency, Central Java. The reason for choosing this research location is because researchers have implemented a program from the Ministry of Education and Culture, namely the "Kampus Mengajar" for 5 months.

The data collection techniques in this research are interviews, observations, questionnaires, and documentation. Interviews in this study as an assessment tool used to obtain data through question and answer. The subjects in this study who will be used as sources or interviewees are class teachers and all grade V students of SD Negeri 2 Ngampel during learning activities (beginning to end of learning). Interview activities were carried out during breaks so as not to interfere with the learning and teaching process. Observation is used to collect data where researchers record information from what is seen during the research. The objects in this study were grade V students of SD Negeri 2 Ngampel during the learning process. Questionnaires were given in this study by giving several written questions to be answered by respondents, namely grade V students of SD Negeri 2 Ngampel. In addition, documentation was carried out by taking pictures of grade V students of SD Negeri 2 Ngampel during the learning process, recording interviews, and videos.

The data that has been obtained is analyzed using Milles and Hubberman's data analysis technique. The qualitative analysis technique can be seen in the following chart:

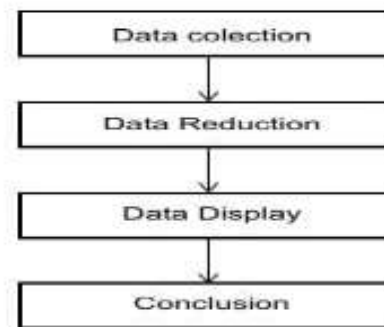


Figure 1. Analyzing Qualitative Research Data

The first step taken is to collect data, then the data that has been collected is reduced in other words summarizing the data obtained from observations, interviews, questionnaires which are then adjusted to the research objectives. After that, the data is calculated and displayed in descriptive form. The data that has been calculated and presented descriptively is drawn conclusions regarding the analysis of the discipline of grade V students in the learning process at SD Negeri 2 Ngampel.

Results and Discussions

Researchers obtained data on discipline aimed at all grade V students of SD Negeri 2 Ngampel, Blora Regency, Central Java. The data results were obtained from giving questionnaires to students. When filling out the questionnaire, students' honesty is needed because the contents of the questionnaire are in accordance with what students experience and do. Therefore, an honest attitude has an important role because it leads students to become good personalities and future heirs (Ansori, 2021). The following are the results of the student discipline survey from the questionnaire filling method that has been filled in by grade V students of SD Negeri 2 Ngampel can be seen in Figure 2.

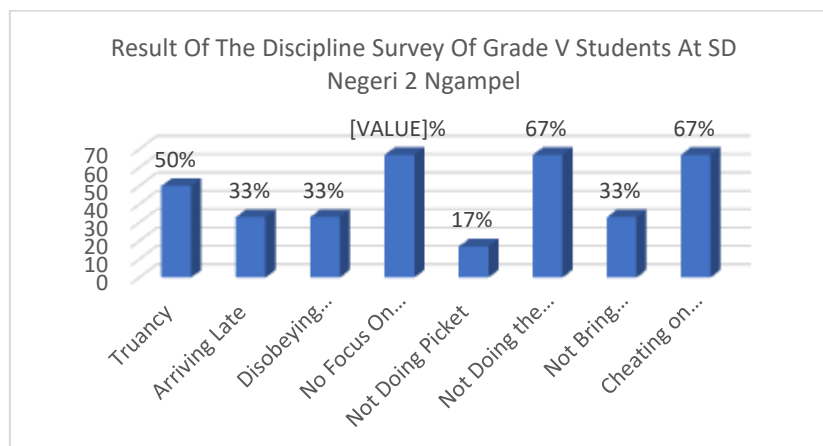


Figure 2. Result Of The Discipline Of Grade V Students At SD Negeri 2 Ngampel

Analysis of the results of the collected research data can be explained in detail about student discipline during the observed learning process as follows. First, discipline does not run in accordance with school regulations based on the violations that often occur, namely students skipping school, students arriving late, students not obeying school regulations, students not focusing during learning, students not doing assignments, students not bringing textbooks and worksheets, and students taking exams cheating on their friends. Second, discipline does not run in accordance with school regulations based on other factors, namely students do not carry out picket lines according to their schedule. The average results of the analysis of student discipline are quite disciplined seen from several existing problems, the score is not more than 50% of students. Except for the problems of not focusing on learning, not doing assignments, and cheating on exams, the score results were more than 50% of students who filled out a questionnaire with indicators of these problems. Based

on this, it can be said that the average discipline of grade V students at SD Negeri 2 Ngampel has been implemented well, but still needs to be improved and requires improvement through daily habits and supervision from a teacher because teachers also play an important role in educating students to have a disciplinary character.

There are 8 indicators of discipline problems with high scores, namely skipping school, arriving late, not obeying school rules, not focusing during learning, not carrying out class pickets, not doing assignments, not bringing textbooks and worksheets, and cheating on their friends' exams. Not focusing during learning, not doing assignments, and cheating on exams are the highest problems committed by students. There are 67% of students who are not focused during learning due to unintentional or intentional factors, some of the things caused by unintentional factors are caused by health factors where students feel weak and not feeling well but still insist on coming to school, resulting in when the teacher explains the material being unfocused (Interview with DF). In addition, it is caused because students feel that they have not had breakfast so that when the learning takes place they are not concentrated and focused. The reason for not having breakfast is because there is no food at home and their parents have gone to the fields since early in the morning (Interview with NA). But there are also students who deliberately do not focus during learning because they feel lazy to listen to the material delivered by the teacher (Interview with AY), and students are busy playing and talking with their friends (Interview with RN). This discipline problem occurs most often because the punishment given is very light, namely only being given a warning so that the teacher can punish the student.

There were 67% of students who did not do the assignments due to various reasons. Most of the reasons are because students have not understood the material so they cannot do the assigned tasks (Interview with grade V teacher). Some others are due to students forgetting if given the task by the teacher (Interview with grade V teacher). This problem also occurs most often because the punishment is light, namely doing the assignment that has not been done in front of the class. 67% of students took the exam by cheating. Most students cheated because they did not understand the exam material because they did not study at night and chose to play (Interview with grade V teacher) (Interview with DF, AY, AR). Others because students were lazy to think and chose to ask their friends (Interview with RN). The punishment given is also light, namely only a reprimand, so that this discipline problem occurs the most. There are 50% of students skipping class for various reasons. Students skip class because they are lazy to follow the lessons in class (Interview with RN). Others skipped class because they forgot to make a permission letter and did not get permission from their class teacher (Interview with grade V teacher). The punishment given is only a warning and if it has happened repeatedly the punishment given is calling parents. There were 33% of students who came late, generally students who came late because they woke up late and no one woke them up because their parents had gone to the fields since morning (Interview with grade V teacher). The punishment given is the same as the discipline problem of skipping school.

There are 33% of students who do not obey school regulations, including not wearing complete school attributes such as not wearing ties, belts, etc. (Interview with AY). Others students litter (Interview with grade V teacher). The punishment given is only a warning not to repeat. 33% of students did not bring their textbooks and worksheets. Most of the students who did not bring it because they forgot to put it in the bag (Interview with AY, RN). In addition, there are also those who do not bring because the book is lost (Interview with grade V teacher). No punishment was given, only that if they forgot to bring the book they were sent home to get the book because the average student's house was close to the school. There are 17% of students who do not carry out class picket because students are lazy to do it. Especially for male students, they are lazy to do picket tasks such as sweeping, dusting, and erasing the blackboard. (Interview with DF). The punishment given is a fine of two rupiah which is put into the class treasury.

The most dominant problems are not focusing during learning, not doing assignments, and cheating on exams. Of the three violations, it greatly affects student learning achievement. Where students who are not focused during learning, such as not paying attention to the teacher when explaining the material and talking to their friends and making noise during learning, will have difficulty understanding the material so that the impact is that these students do not do the assignments given by the teacher properly and when the exam takes place they choose to cheat because they do not understand the material that has been taught. Thus causing student learning achievement to drop because they get unsatisfactory results. Sugiarto, Suyati, and Yulianti suggested that the factors that cause students to be unable to apply the character of discipline are due to internal factors (from themselves) and external factors (from outside) (Sugiarto et al., 2019). Internal factors are caused by lack of motivation in going to school, having feelings of laziness, students do not have a high interest in learning and students cannot apply good learning methods. While external factors are caused by parents at home lacking support, teachers lacking motivation to students, peers or the environment that greatly affects student discipline.

Like the research conducted by researchers on grade V students at SD Negeri 2 Ngampel regarding student discipline. The factors that influence the discipline of grade V students at SD Negeri 2 Ngampel are most dominantly caused by individual factors and environmental factors. Individual factors that often occur are due to students not having the intention and enthusiasm for learning, having a lazy nature, having a negligent nature about something, and sometimes student health decreases which causes students to feel weak. Meanwhile, environmental factors are caused by the influence of friends such as chatting and joking with their friends during learning, skipping their friends, playing late into the night so they don't study and do their assignments, as well as the influence of their parents, where parents do not care about their children's education. For example, when leaving for school, they have left for the rice fields and do not make breakfast for their children, which causes the child not to have breakfast and at school to feel weak and not enthusiastic about learning.

Based on previous research, conducted by Aulia and Ni'mah (Aulia & Ni'mah, 2024), giving punishment to students will make students know that when learning activities take place they can do activities that violate the rules, do not do assignments, and things that are contrary to positive things. So, this punishment is a punishment for student indiscipline. Where students who get punished will make more efforts to be more disciplined so that they are not punished. If the punishment is done properly and appropriately, then this punishment will have an impact on increasing student discipline. Punishment will also have a negative impact if it is not properly given to students, students who are uncomfortable with excessive and inappropriate punishment tend to rebel. So giving punishment is an unpleasant action that is consciously given to students with the intention of educating, so that these students will realize their mistakes and not repeat them. This punishment is intended to improve student behavior to have a disciplinary character. So it can be concluded that the administration of punishment will have an influence on student discipline but it depends on the punishment given.

The punishment given to grade V students at SD Negeri 2 Ngampel has also been implemented. It's just that the punishment carried out is only limited to verbal reprimands directly when students make mistakes so as not to repeat them and giving sanctions so that students have responsibility, such as when they don't do the assignment or homework given by the teacher, they are only told to do their assignments in front of the class. Punishment for undisciplined students can be done by giving directions, making letters or agreements, calling students and parents, and giving sanctions in the form of suspensions or dropouts (Arsaf, 2016). In this way, undisciplined students will feel deterred by the punishment given. Punishment should be given firmly so that students do not repeat their actions again. From all the existing student discipline problems, teachers have a role in shaping disciplinary character (Setyaningrum et al., 2020). The role of teachers in shaping students' disciplinary character can take various forms, including by providing examples to students, supervising student behavior at school, and providing punishment for students so that they have a deterrent effect and do not repeat it again. In line with this, the grade V teacher at SD Negeri 2 Ngampel has carried out his role in overcoming student discipline problems. Several efforts have been made by the grade V teacher at SD Negeri 2 Ngampel in instilling student discipline in the classroom, including (1) determining and implementing rules, (2) disciplining students in a positive way, (3) approaches based on student personality, (4) providing attention and affection, (5) providing appreciation and punishment, (6) making a comfortable class, and (7) communication.

First, determining and implementing discipline (Fawaid, 2017). In preparing a conducive and comfortable classroom atmosphere, a way that can be done is to determine and apply rules to students. This will make students disciplined when participating in learning. Not only that, determining and implementing rules also makes students respect time more. In addition, you can also make a number of rules and agreements with students so that the learning process runs effectively. So that in this way it can trigger a sense of responsibility in students so that they are more disciplined in carrying out these rules. Second, disciplining students in a positive way. To discipline students, it must be done with patience and without coercion. Because forcing is something that is not from their own conscience. Here are some ways to discipline students in a positive way, namely by discussing, inviting them to think creatively, and solving problems. In addition, you can give students appreciation in the form of applause or a compliment. This will make students more disciplined and behave in accordance with school rules (Nurhasanah et al., 2022).

Third, an approach based on student personality (Djunaidi & Sarimawati, 2019). Every student must have different traits and characteristics. Therefore, teachers must get to know students more closely. Thus it can be easier to give punishment to students without fear of psychological disturbance. Because each student has a different way of handling. Not all students can be directed in a subtle way, there are also students who must be directed firmly by a teacher. Fourth, providing attention and affection. Every student would want to have a teacher who is caring and affectionate. This will make students closer to the teacher and will make students

care more and pay attention. In addition, with a disciplined attitude, students will also pay attention to the material when learning takes place. Because disciplining a student does not need to be violent, in a way that is full of affection it will be easier to make students disciplined by themselves (Muhaimin et al., 2021). Fifth, providing appreciation and punishment (Rosyid & Wahyuni, 2021). There are some students who are difficult to tell with advice or suggestions, so they must feel the impact of their behavior directly, for example by implementing an appreciation and punishment system. This appreciation can be in the form of praise or giving more grades to students who can follow learning with discipline. That way, students will have a sense of fear and a sense of wanting to get appreciation. Meanwhile, punishment is a sanction that students receive for their bad behavior. In giving punishment to students, it is not by violence or things that make them mentally and physically ill, but by giving educational punishment and causing regret for the behavior they make.

Sixth, making a comfortable class. There are some students who are lazy to participate in learning because they are uncomfortable in class. It is a task for teachers to create a comfortable and safe classroom atmosphere and environment for students (Minsih & D, 2018). You can do this by asking students to make the classroom layout tidier, cleaning the classroom, carrying out class pickets, and making class rules and regulations. Seventh, communication. Teachers can communicate with students directly or with parents (Abdillah, 2019). This is done so that they also know what problems are being faced, after that, they can approach intensely and slowly in order to change the character or behavior of students to become more disciplined.

Conclusions

Based on the results of research and discussion, it can be concluded that the discipline of grade V students of SD Negeri 2 Ngampel is quite good but needs to be improved again. Some students have implemented discipline and only a few still violate discipline. Judging from the discipline problems that are still carried out by some students such as skipping school, arriving late, not obeying school rules, not focusing during learning, not carrying out picket lines, not doing assignments, not bringing textbooks and worksheets, and taking exams cheating on their friends. Various things related to student discipline problems are caused by many factors both from the individual himself and his environment which are done intentionally or unintentionally. So that it still needs to be addressed and improved again the character of students in terms of discipline. Seeing from the results of research conducted by researchers in grade V of SD Negeri 2 Ngampel that there are several discipline problems that have an impact on student learning achievement. Disciplined students will show their willingness to obey existing rules and regulations, be able to pay attention to the teacher properly and focus, be able to complete the tasks given by the teacher properly, and not cheat during the exam.

Therefore, discipline is one of the things that is very important in supporting student learning achievement. To instill the value of student discipline, a teacher also plays an important role. Teachers need to monitor students for discipline problems that occur so that the learning process can run optimally and effectively. The teacher can also give a punishment so that the student has a deterrent effect and improves his behavior so that he has a good disciplinary character. Some of the ways that grade V teachers of SD Negeri 2 Ngampel instill the value of discipline are by determining and implementing discipline rules, disciplining students in a positive way, approaches based on students' personalities, providing attention and affection, providing appreciation and punishment, making a comfortable classroom, and communication. Teachers can be good role models for their students by setting good examples, such as not being late for school, wearing neat clothes and according to schedule, teaching on time and innovatively, and being other good examples for students.

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