

Proceeding of The 1st International Conference on Integrated-Holistic Early Childhood Education (ICIHECE)

Islamic Early Childhood Program, Faculty of Tarbiya and Teacher Training
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto
e-ISSN: XXXX-XXXX, p-ISSN: XXXX, DOI: 10.24090/icihece

Formation of Student Discipline Behavior in Diponegoro Kindergarten 106 Watumas Purwanegara Purwokerto Utara

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Abstract: Education in kindergarten is an early education that is very important for students in terms of character education, one of which is disciplinary character. Students who have a disciplined character from an early age will always learn to obey the applicable rules, norms and rules. Disciplined behavior creates calm and tranquility for oneself and others around him. This study aims to find out and obtain information about how the formation of student discipline behavior in TK Diponegoro 106 Watumas, which includes how teacher efforts in the formation of student discipline behavior, as well as what factors influence the formation of student discipline behavior. This research uses a type of field research (*field* research), with qualitative research methods, where researchers come directly to the place of research, the data collection methods used are structured interviews, non-participant observations and documentation. The location used for observation by researchers is Diponegoro Kindergarten 106 Watumas, Purwanegara, Purwokerto District, Banyumas Regency. The results of this study show that there are teacher efforts in shaping student discipline behavior in Diponegoro 106 Watumas Kindergarten, namely in the form of example, habituation, rules or rules, rewards or *rewards*, sanctions or punishments and conditioning. Then there are also factors that influence the formation of student discipline behavior including awareness factors from the child himself, teachers and parents.

Keywords: disciplined behavior; formation of student discipline behavior.

A. Introduction

Education according to the National Education System Law Number 20 of 2003 article 1 paragraph (1) concerning the National Education System defines education as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Husamah, Arina Restian, 2019). Education for early childhood is a very important education in terms of character education, one of which is disciplinary character. According to the Ministry of Education, discipline is an action that shows orderly behavior and complies with various rules and regulations. Students who have a disciplinary character will always comply with the rules, norms and rules that apply at school. This shows that the character of discipline is a noble character that is very important so that students must be instilled and owned in order to live in an orderly and directed manner. Discipline is a noble character that all human beings must possess. Disciplined behavior creates calm and tranquility for oneself and others around him (Salsabila et al., 2020).

Students in participating in learning activities at school will not be separated from the various rules and regulations needed in their schools, every student is required to be able to behave in accordance with the rules and regulations at school. Compliance and obedience of students to various rules and regulations that apply in school is called student discipline (Fadillah Annisa, 2019). Discipline can help a student grow with good confidence and self-control, which is demanded by a good awareness of himself and his life as well as a good sense of himself and his feelings of responsibility and concern for his environment (Rohman, 2018).

Quality character needs to be formed and nurtured from an early age. Early age is often referred to as *Golden Age* (golden age) because at this time is the foundation for his future future. It should be understood that children have the potential to become better in the future, but this potential can only develop when given stimulation, guidance, help, and treatment that is appropriate to their level of growth and development. Based on the theory of development in Papali, Olds, and Feldman and Santrock, states that the early childhood period is the initial stage of an individual's life that will determine the attitudes, values, behavior, and personality of individuals in the future (Hendrik Legi, 2022). Therefore, proper stimulation needs to be considered so that optimal child development is in accordance with the stages of development that are being passed because this golden age cannot be repeated throughout human life that only comes once. The importance of this golden age must be utilized properly by parents at home, teachers at school, and the closest people to children to provide a basis for knowledge, education, attitude formation, instillation of character values because it will be the basis and determine the future of the next child (Lina Eka Retnaningsih, 2022).

B. Method

This type of research is field research, where researchers obtain data by going directly into the field related to the research conducted. This study uses qualitative research methods with a descriptive approach where researchers want to describe or describe the formation of student discipline behavior in Diponegoro 106 Watumas Kindergarten.

Qualitative research is research that is descriptive and tends to use analysis with an inductive approach (Rukin, 2019). Qualitative methods as research procedures that produce descriptive data in the form of words or spoken from people and observable behavior. The qualitative method seeks to reveal the various uniqueness contained in individuals, groups, communities, and / or organizations in everyday life in a comprehensive, detailed, deep, and scientifically accountable manner (Tegor, Alpino Susanto, Veterson Togatorop, Lod Sulivyo, 2020).

In this study, to obtain sufficient and clear data in accordance with the research problem, the researcher used the following data collection methods:

1. Observation

Observation is a direct observation of an object in the environment either ongoing or still running which includes various attention activities to an object study using senses and actions carried out intentionally or consciously and in order (Muhammad Ilyas Ismail, 2020).

The observations in this study were carried out directly at Diponegoro Kindergarten 106 Watumas. The author uses a non-participant type of observation by not being directly involved but as an observer, observing what the teacher does. Observation techniques were carried out

to obtain information about the formation of student discipline behavior at Diponegoro 106 Watumas Kindergarten.

2. Interview

Interview is a face-to-face question and answer activity (*face to face*) between interviewers (*Interviewer*) and interviewees (*interviewed*) about the problem under study, where the interviewer intends to obtain perceptions, attitudes, and mindsets of the interviewee that are relevant to the problem under study (Imam Gunawan, 2022).

The interview in this study used a structured type of interview. A structured interview refers to a situation in which a researcher asks each respondent a series of temporal questions based on certain or limited categories of answers (Adhi Kusumastuti, 2019).

In this interview technique, namely through the principal of Diponegoro 106 Watumas Kindergarten and teachers who aim to obtain results on how the processes and mechanisms used by teachers in the formation of student discipline behavior at Diponegoro 106 Watumas Kindergarten.

3. Documentation

The documentation method is a research data collection technique that investigates written objects such as books, magazines, documents, regulations, meeting minutes, daily notes, and so on (Ade Putra Ode Amane & Sri Ayu Laali, 2022).

This method is used to collect data related to the formation of student disciplinary behavior including rules of conduct and all forms of documentation that record activities at Diponegoro 106 Watumas Kindergarten as an effort in the formation of student disciplinary behavior.

C. Results and Discussion

Based on research conducted in the field, namely Diponegoro 106 Watumas Kindergarten using interview, observation, and documentation techniques, researchers want to present some data from informants related to the formation of student discipline behavior in Diponegoro 106 Watumas Kindergarten and the results of the study will answer the formulation of the problem described as follows:

Diponegoro 106 Watumas Kindergarten not only conducts learning about science but carries out activities related to character education. In addition to learning, the formation of disciplinary character can be done by developing values through example, habituation, conditioning, school rules and classroom rules, the use of *rewards* or rewards and punishments. The school's hope is that students will be able to become more obedient to rules and disciplined everywhere.

The teacher's view regarding the importance of forming student discipline behavior in Diponegoro 106 Kindergarten is that the formation of disciplinary behavior is a very important thing given to students from an early age. If the character of discipline has been formed from an early age, then in the future strong personal discipline will be realized.

Discipline in children must be formed as early as possible, because discipline is very important so that it is needed by every student. Discipline makes a person have good learning abilities, and is also the formation of good behavior, so that it will create a noble person. According to Singgih D Gunarsah, discipline is needed in educating children so that children are easily able to understand and obey to carry out obligations and directly understand

prohibitions, understand good and bad behavior, learn to control desires and do things without feeling threatened by the law (Murestiyanto, 2022).

Instilling proper discipline will result in the formation of good behavior in children. This causes children to behave in accordance with the values and norms that apply in their social environment and as a result their existence is well accepted by their environment. Such a child has good self-adjustment that makes him happy. Thus discipline is essential for the development of the child in order for him to successfully achieve a happy life, achieve good adjustment in his social environment. To achieve this state, discipline needs to be instilled from the beginning of the child's life (Fadillah Annisa, 2019).

The efforts used by teachers in the formation of student discipline behavior at Diponegoro 106 Watumas Kindergarten are:

1. Efforts in the Formation of Student Discipline Behavior at Diponegoro Kindergarten 106 Watumas

a. Exemplary

Exemplary is one of the important keys in instilling discipline character education in students. Example requires an example worthy of emulation. Instilling the value of disciplinary character in schools requires a figure who has indeed shown the value of discipline in everyday life. The figure referred to in education in schools is an educator or teacher (Imas Sariagustina, 2018). Teachers use example as one of the efforts in the formation of disciplinary behavior in students, because teachers are examples for their students. A teacher is not only tasked with providing knowledge to his students, but a teacher must be able to foster and be able to change bad behavior or characteristics in his students to be even better in the future. To change the characteristics of students that a teacher can do is to provide examples of real behavior in everyday life, a teacher must be able to apply a high discipline attitude in order to be a good example for his students. Because in essence the teacher is someone who must be treated and imitated or can also be called a role model who is a guideline for his students who are in school (Nella Agustin, 2021). Educating by good example will be much more effective than telling or advising. Teachers as parents should be able to be models for students, teachers' daily behavior can be an example for students and even become admired, unpretentious, decisive and authoritative figures (Agustin Sukses Dakhi, 2020).

The exemplary method is one of the important factors carried out by teachers in the formation of student disciplinary behavior. Exemplary education is the method that most assures its success in preparing and shaping children in moral, spiritual, and social aspects. This means that educators are the best example in the eyes of students, because all actions, manners, manners, and speech will always be considered. Fostering the character of students by teachers means various efforts made by teachers in order to build the character of students. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, evaluating students in early childhood education through formal education, primary education, and secondary education (Danang Prasetyo, Marzuki, 2019).

The way that teachers do at Diponegoro 106 Watumas Kindergarten is through example, namely teachers always arrive early, teachers dress neatly according to school uniform provisions and teachers behave and speak well. With the exemplary method applied by the teacher, it is expected that students will be able to imitate the actions taken by the teacher,

because the teacher is an example that will be emulated by students. If students have good discipline behavior in school, the result is that students are able to apply it in their lives well.

The nature of early childhood is to imitate what is done by the people around him, both by his father and mother and the closest family. Therefore, individuals who are at an early age and also of school age have the potential to copy the behavior they observe so that according to this condition teachers are required to direct student behavior (Gusman Lesmana, 2021). In accordance with Danang Prasetyo, et al that the example of teachers has a very important role in moral development, especially discipline in children. Because children like or easily imitate people who are seen both in words, actions, and interpretations. Therefore, moral formation through teacher example can be an effective and effective method (Danang Prasetyo, Marzuki, 2019).

b. Habituation

One step in the formation of student discipline behavior is by the way the teacher teaches habituation in the classroom. Habituation is something that is deliberately done repeatedly so that something can become a habit (S. W. Utami, 2019). With this habituation, it can instill self-discipline behavior in students to carry out activities carried out by themselves without any coercion. The habituation carried out in the application of discipline character is very good to be done in students, students will get used to discipline not only at school but wherever they are both at home and in the community (Putra & Fathoni, 2022).

According to Feblyna & Wirman that habituation can instill self-discipline behavior in students to carry out activities carried out by themselves without any coercion. The habituation carried out in the application of discipline character is very good to be done in students, students will get used to discipline not only at school but wherever they are both at home and in the community (Putra & Fathoni, 2022). In attitude coaching, the habituation method is very effective because it will train good habits to children from an early age. Habituation that is done from an early age will bring these hobbies and habits into a kind of habit so that it becomes an inseparable part of his personality (Gusman Lesmana, 2021).

c. School Rules

In an effort to form student discipline, of course, it can be done by utilizing the application of school rules. In simple terms, discipline is a collection of rules that bind students so that students have the obligation to obey them and of course it can contribute in terms of improving student discipline. Obedience and obedience to the rules is one element of discipline and students are also responsible for themselves by obeying the rules (Nurfadillah, Muh. Sudirman, 2022). Code of conduct is very necessary to direct students to act in accordance with the norms and values that apply in school. With the implementation of school rules, students can learn discipline and adapt to a good environment, so that self-balance arises in undergoing relationships with others (Rhomadani Sinta Pratiwi, 2018).

The discipline guides students to step in the right direction, with the school order, students are indirectly faced with discipline teaching and learning (Sari & Irianto, 2020). The existence of discipline is basically to regulate and supervise student behavior in order to remain disciplined and behave positively and prevent students from behaving negatively (Nurfadillah, Muh. Sudirman, 2022). Children who have a disciplined character are always firm in holding principles, try to act in accordance with existing rules, diligent in effort and learning, so they always try to do good actions in accordance with parental expectations. All children need

discipline in a positive and binding sense. The application of rules and discipline carried out is aimed at developing his natural talents to the maximum (Ni'ma, 2018). Code of conduct has an important role in familiarizing and shaping disciplinary behavior in students and keeping the school environment safe and comfortable. School rules will help students adjust to the school environment, have a steady personality and behave in accordance with school rules (Zendrato & Lase, 2022). Discipline will increase if school discipline runs well, the better the discipline in school, the better the discipline in the teaching and learning process (Rhomadani Sinta Pratiwi, 2018).

d. Giving Rewards or Awards

Reward meaning reward, reward, reward, or reward. *Reward* As an educational tool is given when a child does something good or has achieved a target. In the concept of education, *Reward* is one of the tools to increase the motivation of students. This method can associate one's actions and deeds with feelings of happiness, pleasure, and will usually make students do something good repeatedly. Appreciation is a very important element of discipline in children's self-development and behavior. Someone will continue to strive to improve and maintain discipline if the implementation of discipline produces achievements and productivity which then get rewards (Anggraini & Siswanto, 2019). Based on reinforcement theory which views that human behavior can be formed through rewarding the responses made. Every time there is a change in behavior as an effect of giving stimulus, it is routinely rewarded, so that through this award students will be motivated to make subsequent responses (Rusman, 2017).

Reward has a function and plays an important role in the development of children's behavior in accordance with agreement in society. Rewards also serve to increase motivation and provide behavioral reinforcement. With this appreciation, it is expected that children are aroused and accustomed to behaving well (Benny Prasetya, Tobroni, Yus Mochamad Cholily, 2021). *Reward* is one way teachers appreciate students for their praiseworthy actions. So it is very necessary once use *Reward* This is to improve development in children, especially in habituation to discipline (Tesyra Feblyna, 2020).

e. Sanctions or Penalties

Penalties (*punishment*) is an action that is done consciously and deliberately to cause a deterrent effect to sufferers as a form of punishment for what has been done (Ainurrohman, 2022). To form discipline it is necessary to give punishment (*punishment*) which is part of an education that is to improve the behavior of students. Penalties (*punishment*) given by teachers to students because students commit violations or mistakes. Penalties (*punishment*) help learners realize that their actions have consequences, both against others and themselves (Bazikho, 2023). In giving sanctions to students must be sanctions that are educational, not corporal punishment and do not cause psychological trauma to students. There are various sanctions that can be applied in schools to improve discipline such as, verbal reprimands and written reprimands. Providing appropriate sanctions against students who violate the rules is an accepted sanction that is in accordance with the violations made and determined by the age of the students. For example, late school, punishment for children in grades 1-3 through reprimands (Imam Musbikin, 2019).

Whatever form of punishment is given to students should be positive so that the results are positive for the students concerned, because a good punishment is a punishment that does not traumatize students with what they receive. Punishment should be learning which means

there are nuances of learning in every punishment policy given by teachers to their students (Ni'ma, 2018).

f. Conditioning

The cultivation of student disciplinary character values cannot be separated from the conditioning carried out in schools in supporting the implementation of programs designed in accordance with the goals to be achieved. The Ministry of National Education stated that to support the implementation of cultural education and national character, schools must be conditioned as supporters of these activities, schools must reflect the desired life of cultural values and national character. One of the things that can be conditioned by schools in instilling disciplinary character values is by providing supporting facilities and infrastructure for the achievement of discipline cultivation (Imas Sariagustina, 2018). The purpose of conditioning is as a form of school effort in supporting the implementation of discipline character building by providing the necessary facilities.

Based on the observations made by researchers, this kindergarten is equipped with infrastructure that is able to support the formation of student discipline behavior such as trash cans, toilets, shoe racks, and hand washing stations. Through good facilities and infrastructure, it is hoped that it will make it easier for students to behave disciplinedly.

2. Factors Influencing the Formation of Student Disciplinary Behavior

Some factors that influence the formation of student discipline at Diponegoro 106 Watumas Kindergarten are divided into two, namely internal factors and external factors, including:

a. Internal factors

Discipline formed by internal factors starts from the child himself. The child factor itself affects the discipline of the child concerned. Therefore, in instilling discipline the child factor must be considered, considering that children have different potentials and personalities from one to another. Careful and appropriate understanding of individual children will affect the success of instilling discipline (Imam Musbikin, 2019).

Discipline can't just come out of nowhere. Discipline is not something that is carried from birth. It is an attitude born of an uneasy process. That discipline must be ingrained in every child. The value of discipline that has been taught by parents and teachers to children must get acceptance from the child first. Only then can the value be understood, and also the most important thing about the child himself is his awareness of discipline (Rochman Chess, 2019).

b. External factors

While external factors are factors that come from outside the individual, namely:

1) Teacher

In addition to child factors, teacher attitudes also affect children's discipline. The attitude of the teacher who behaves well, compassionately, allows the successful cultivation of discipline in children. This is possible because in essence children tend to be more obedient to teachers who behave well. Conversely, the attitude of teachers who are rude, harsh, uncaring, and lack of authority will have an impact on the failure to instill discipline in schools (Imam Musbikin, 2019). Teachers occupy an important position in the success or failure of character education in schools. Because character education actually has the same essence as moral education and moral education. With teachers who should be used as role models, character education will be easily built in an educational institution or school (Kamal Mukhtar, 2020). A

teacher must be able to apply discipline for himself and his students and a teacher must be able to set a good example and be able to apply discipline. If a teacher is not able to apply discipline well, then discipline will not succeed in applying to students. Therefore, teachers are a benchmark for creating good discipline, both in learning activities and in student behavior (Agustin Sukses Dakhi, 2020).

The teacher factor is very dominant in influencing student discipline, because the attitudes and actions carried out by the teacher will be followed and emulated by students, if the teacher's attitudes and actions support the discipline program, then it can support the creation of disciplined student attitudes as well, but on the contrary if the teacher's attitudes and actions do not support the discipline program, it can cause undisciplined student behavior (Ahmad Susanto, 2018).

2) Family

Family is one of the main factors of student discipline. Family is the first of the main education to teach students about the importance of doing discipline habits in order to become a positive person, it is also expected that parents not only train but also practice discipline from trivial things such as discipline related to children's learning hours at home (Aditya Lupi Tania, 2021).

Parents' attention and support for children's development is needed as a form and effort to provide primary and better education in the early years of growth. The family environment is the main scope for children in undergoing the process of developing and learning for children, in the family environment children will learn about values, attitudes, norms and cultural beliefs, as well as habits in the family so that children will grow into humans who have a positive and noble attitude in acting in their wider environment. The role of the family, especially parents, plays a core role in the development of children's disciplinary character. The application of discipline values for children is taught by parents with good habits, rules and parenting, so that children are accustomed and understand about discipline (F. Utami & Prasetyo, 2021).

The relationship between school and family regarding the forms of cooperation between parents and schools in shaping disciplinary character in students refers to the ecological theory developed by Urie Bronfenbrenner. The theory of ecological development is a theory that emphasizes the influence of the environment on individual development. This theory explains that child development is as a result of interaction between the environment (environment) and children. According to Bronfenbrenner states that individuals will develop in layers of social conditions of life around them. Family, especially parents, is the first closest environment that will affect the formation of student character. The values shown in everyday life and instilled in students will be material in determining the character that will grow in them (I Wayan Darna, 2023).

Based on several factors that have been explained, the most important thing in the formation of student discipline is, students must be able to carry out discipline on their own awareness, if they have positive thoughts about discipline, that discipline is not something that must be forced, but comes from self-awareness, then it will make students have confidence in discipline. At first discipline was perceived as something that would curb freedom. However, if this rule is perceived as something that should be obeyed consciously for the good of oneself and others, over time it will become a good habit towards discipline. Discipline is no longer a

rule that comes from outside or is imposed, but discipline is a rule that comes from self-awareness and is a natural thing to do in everyday life (Ahmad Susanto, 2018).

D. Conclusion

Based on the data that has been analyzed, conclusions can be drawn that the efforts used by class teachers in the formation of student discipline behavior at Diponegoro 106 Watumas Kindergarten include example, habituation, rules or regulations, *giving rewards or rewards*, sanctions or punishments and conditioning. And there are factors that influence teachers in the formation of student discipline behavior at Diponegoro 106 Watumas Kindergarten, namely factors from the children themselves, teachers and parents

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