

THE FORMATION OF STUDENTS' DISCIPLINARY BEHAVIOUR AT SMPN 1 GONDANGWETAN TOWARD DEMOTIVATING LEARNING BEHAVIOUR

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ABSTRACT

This article explains attitude formation programs related to students' disciplinary behaviour at SMPN 1 Gondangwetan and the efforts made by teachers to motivate students' decreasing learning, especially for students who often violate the rules. This article aims to serve as an example for other schools to improve the quality of students' discipline, which is followed by a decrease in their learning motivation. The approach used in this article is descriptive qualitative, which produces data in the form of words from the results of transcription and observation. The data source in the research came from students of SMPN 1 Gondangwetan, who had been grouped into several samples, along with interviews with teachers in the discipline context. The data collection techniques of the research were carried out by distributing questionnaires to students, interviewing discipline teachers, and making observations at schools. The research results indicate that there are still violations of the rules committed by students. It needs the role of parents, teachers, and students to realize their significant learning motivation.

Keywords: discipline, motivation, behavior

PEMBENTUKAN NILAI SIKAP KEDISIPLINAN SISWA DI SMPN 1 GONDANGWETAN PADA PERILAKU DEMOTIVASI BELAJAR

ABSTRAK

Artikel ini menjelaskan mengenai program-program pembentukan sikap yang berkaitan dengan sikap kedisiplinan siswa di SMPN 1 Gondangwetan dan upaya-upaya yang dilakukan guru demi memotivasi belajar siswa yang semakin menurun, terutama bagi siswa yang kerap melanggar peraturan. Artikel ini bertujuan untuk bisa dijadikan contoh bagi sekolah-sekolah lain dalam meningkatkan mutu dalam aspek kedisiplinan siswa yang diikuti dengan menurunnya motivasi belajar mereka. Pendekatan yang dipakai dalam artikel ini adalah kualitatif deskriptif yang menghasilkan data berupa kata-kata dari hasil transkripsi maupun observasi. Sumber data dalam penelitian berasal dari siswa SMPN 1 Gondangwetan yang telah dikelompokkan dalam beberapa sampel, beserta wawancara kepada guru bagian kedisiplinan. Teknik pengumpulan data dalam penelitian dilakukan dengan cara menyebar angket kepada siswa, mewawancarai guru kedisiplinan, dan peneliti melakukan pengamatan di sekolah. Hasil penelitian menunjukkan bahwa masih terdapat pelanggaran tata tertib yang dilakukan oleh siswa. Dibutuhkan peran orang tua, guru, dan siswa demi mewujudkan motivasi belajar yang signifikan.

Kata Kunci: disiplin, motivasi, sikap

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INTRODUCTION

Schools are not only a place to educate the nation's children, but also educate and shape the character of the nation's children who fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and have a democratic and responsible attitude as stipulated in Law No. 20 of 2003 concerning the National education system Chapter 2 article 3. In addition, according to (Yati, 2018) schools are

official institutions that aim to shape an individual into an individual who has a personality both in the present and in the future. With the statement above, a teaching system is made which always changes every year, for example, KTSP towards the 2013 Curriculum which is then changed again to become the Independent Curriculum. Character education is a system created by the Ministry of Education and

Culture which aims to instill values according to matters related to national culture which include cognitive aspects, affective aspects, and other actions towards God Almighty (Muchtar & Suryani, 2019).

This character education was also started by former president Susilo Bambang Yudhoyono on May 11 2010 which was named the National Character Education Movement, this arose because he saw the decline of character education in the nation's children (Aslamiah, 2020). Character is a combination of attitude, behavior, motivation, and also a skill. From the expected characters in the goals of national education, which are contained in Law no. 20 of 2003, one of which is that students are expected to be responsible. Character is a human action that is done intentionally or unintentionally, this also means as a form of awareness of an obligation in the individual's life (Pasani, Sumartono, & Sri Devi, 2017). In addition, character according to (Ardila, Nurhasanah, & Salimi, 2017) is an individual's ability to carry out his obligations to himself, others, the surrounding environment, and to God Almighty. Thus, the character of this responsibility can be realized through the habit of discipline in all things. The word discipline according to (Laugi, 2019) is individual obedience in doing something. Apart from that, discipline according to (Anzalena, Yusuf, & Lukman, 2019) is an ability to do something with full responsibility. Discipline also has several functions, including that with individual discipline, it can organize life with other people, build and train a better personality, and create a conducive and safe environment (Yuliantika, 2017).

(Sitorus & Lasso, 2021) argues that in education there is development of human behavior so that they can think, feel and act better. (Susanti, Guslinda, & Kurniawan, n.d.) argues that character education plays an important role in teaching discipline to students so that they become good individuals, especially when they are adults and working, discipline is needed in time management and skills while working. While attitude is an ability that is reflected in the behavior of accepting, rejecting, or ignoring which can be used as an evaluation in

measuring student attitudes from the results of attitude habituation. Habituation of attitude starts from the main character in an education, so that he is also an example of good things that students at school should emulate, namely a teacher (Ainia, 2020). In line with this, the attitude value is the value of the evaluation results carried out by the teacher on student behavior while at school which can be a measure of the teacher's success in educating students' attitudes to be better while they are at school (Kurniawan, Astalini, & Kurniawan, 2019).

Attitude values are formed from the application of rules in schools. The application of rules is intended so that good characters can grow in an individual student (Yati, 2018). Discipline is a school rule in which there are details in the form of provisions for wearing uniforms that are good and right, being on time for coming and going home from school, social behavior with fellow friends or with teachers and ethics in studying or collaborating (Marotang, 2020). Apart from that, (Oktasari, Yandri, & Juliawati, 2020) also explains that rules are guidelines that are created according to the school environment aiming to advance the school and prevent any negative behavior that will arise. Discipline also has the function of self-control by students in disgraceful matters or in respecting or following the authorities where they carry out their education (Arsaf, 2015). (Agusnadi, 2014) in line with the opinions of several experts above, he also argued that the existence of order is one of the most important things. This is because the rules can be a guideline that can make students regulate their behavior for the better while they are in school.

At SMPN 1 Gondangwetan, Pasuruan Regency, this has implemented the formation of the discipline attitude of its students through several activities such as getting used to discipline in worship, discipline in coming to school on time, discipline when the flag ceremony takes place, discipline in bicycle parking arrangements, and discipline in maintaining post-traumatic health protocols. the COVID-19 pandemic. Students who attend school here are dominated by children from lower middle class families. Parents of students like this

experience economic difficulties due to divorce, so when at home, children like this become less socially controlled because of a lack of love from parents who are busy working and entrust their children to their grandmother or sibling. Problems that occur in each student's home will certainly have an impact when they are at school. Students who lack guidance from their parents often do things that violate discipline such as arriving late to school, sleeping in class during learning, not wearing complete attributes, parking bicycles carelessly, etc., so that behavior like this will affect their motivation in learning while in class. This is in line with the opinion (Dwi & Rozi, 2019) that motivation is one of the most influential things because when someone has motivation, everything in their environment or their goals can be achieved.

This study aims to explore the disciplinary character habituation program that has been carried out by SMPN 1 Gondangwetan in shaping the attitudes of its students to become more obedient to the rules at school, and the habituation program to discipline students at SMPN 1 Gondangwetan can be a means of self-discipline, both at school and at home. so that their motivation in learning in class also increases. Then the results of this disciplinary attitude habituation program were observed by researchers through student attitudes to find out whether this program was successful or not could have a positive impact on students at SMPN 1 Gondangwetan. The benefit of this research is that the programs that have been designed by SMPN 1 Gondangwetan can inspire other schools to apply the same thing in order to shape the attitude of students who are disciplined and obey rules.

In the research written by (Solihin, Gimin, & Azhar, n.d.) discussing the habituation of attitudes through literacy movements where moral values can be taken from messages in literary works, the result is that students can think, feel, and act well. Then research conducted by (Susanti et al., n.d.) focuses on basic activities in habituating students' communicative attitudes towards other people, the result is that students who can communicate well can support their achievements. Furthermore, research

conducted by (Tresnani & Khoiruzzadi, 2020) discusses the attitude habituation program carried out at SMPN 6 Pekalongan city in the concept of learning psychology theory. The results of this study indicate that attitude habituation carried out at the school can direct students to be able to think logically and logically that results in changes in good behavior. While our research is still original because it is focused on knowing what programs are used to familiarize students with discipline at SMPN 1 Gondangwetan and observing whether this disciplinary program can motivate students when learning in class takes place.

LITERATURE REVIEW

Formation of Student Attitudes Based on the Affective Domain

Learning activities in schools often emphasize more on the cognitive domain (knowledge) and pay less attention to the affective (attitude) and psychomotor (ability to do something) aspects, so that educational values in a teaching feel less comprehensive. As described by Bloom and Krath Worl, learning will have an impact on three aspects, namely cognitive, affective, and psychomotor. This research is more focused on affective aspects which include recognition (want to accept and be aware of something), respond (active participation), appreciation (acceptance of values and loyalty to those values), organizing (associating believed values), and practice (familiarize these values as part of life).

According to Hamzah (2012) this affective aspect is also influenced by social factors in learning which can hinder concentration during learning, for example there are children who talk to themselves when the teacher is explaining, so their friends will feel disturbed because their attention cannot be focused on what they are learning. In addition, the psychological condition of students also affects, for example feelings of hopelessness, sadness, and frustration can disrupt their focus in learning due to problems brought from home. Therefore, teachers should be responsive and have sensitivity when dealing with students who experience problems like that. Students who experience inner turmoil at home

will behave arbitrarily at school in hopes of getting the attention of those around them. Often they disobey school rules, cause trouble, and have no motivation in studying. This is where the role of the teacher is needed to guide and foster students and their parents who have problems as described.

Growing Discipline Attitude In Students

According to the Big Indonesian Dictionary (KBBI), Discipline is a form of obedience or adherence to a rule such as order and various other forms of rules. Susiyanto (2014) revealed that a student's discipline can be observed through his adherence to rules relating to study hours at school, student compliance in uniform, student compliance in various school activities and student activities both within the school environment and outside of school. The complexity of life in this era made the human character in ancient times and now very different. Children who receive less attention and guidance from their parents will not understand how they should behave, especially the discipline attitude that is emphasized here. One of the factors that comes from within the student, namely the low learning discipline so that he does not comply with the rules and is less able to be responsible during the learning activities. To overcome this problem, one of them is by increasing the discipline of learning in students.

According to Widodo (2009: 22), forms of student indiscipline include truant behavior, being late for school, making noise in class, chatting with friends while the teacher is teaching, not wearing full school attributes, and cheating. Based on this opinion, the causes of indisciplined student behavior include: undisciplined behavior can be caused by school conditions that are less conducive, less organized, students have personal problems at home, can cause undisciplined behavior, in the teaching and learning process in particular and in the educational process in general.

In addition to the behaviors that have been described, SMPN 1 Gondangwetan also tries to get used to a disciplined attitude in matters of worship, the goal is to educate students not only from the aspect of worldly knowledge, but their

spiritual intelligence which also needs to be sharpened. As revealed by Saryadi (2020), spiritual intelligence in terms of obedience in worship according to each religion and belief can balance student personalities who are not only smart academically, but have values in their religion so that students who fear God and behave in accordance with the teachings of the religion adhered to. The inculcation of Islamic values in Muslim students must be varied and adapted to the attitudes of students so that teachers need to condition them so that students are motivated in the process of habituating Islamic attitudes (Angdreani, 2020). In practice, of course students are sometimes less motivated or only do it at school. This is the task of the teacher, especially the religion teacher, in guiding the habits of student worship which are not only carried out at school, but can continue at home and become a permanent habit.

Decreasing Student Learning Motivation

According to Woolfolk (2007), motivation is a movement of enthusiasm within oneself that encourages to do something to be achieved and encourages each individual to carry out and complete academic tasks. Increasingly sophisticated technological developments and the after-effects of the Covid-19 pandemic have resulted in many students experiencing a decline in their learning motivation. Electronic media helps today's students a lot in gathering information, but this progress has in fact created various new problems related to the tendency of students' interest in learning when online learning was implemented as a solution to the last Covid-19 outbreak. According to Wardani & Ayriza (2020) the factors for the decline in student motivation include parents who do not understand the material, the difficulty of stimulating children's interest in learning, the busyness of parents so that they do not have time to accompany children, the impatience of parents in accompanying and helping children study at home, difficulties in using a device, and problems related to the internet network. Sulistyawati (2020) revealed that the characteristics of students who lack learning motivation can also be observed through their actions such as being less

enthusiastic about learning in class, students often skipping school, quickly feeling bored and sleepy, and being passive during class.

One effort to overcome the problems that cause student learning demotivation is to improve the quality of learning by changing the learning method to be easy and fun. So that students are expected to follow the learning process well. The quality of good learning, will produce good learning outcomes as well. The teacher here acts as a facilitator, providing authentic, valid information, directing problems, giving instructions or orders that are tailored to the child's intellect so that they can solve problems, focus on the goal of achieving competence. Learning outcomes are a representation of student competency achievement which will be useful when students continue on to higher schools (Bekti, 2013).

REASERCH METHOD

This research was conducted using a descriptive qualitative approach which would produce descriptive data in the form of written or spoken words from observable people. The descriptive qualitative research approach in this study aims to describe the values of disciplinary attitudes in the demotivating behavior of students at SMPN 1 Gondangwetan. As stated by (Winarni, 2021) that qualitative research is research with an inquiry strategy that emphasizes a phenomenon that is natural and holistic while prioritizing the quality of data presented in a narrative manner. Sources of data in this study were obtained from several subjects consisting of students at SMPN 1 Gondangwetan who had been divided into 4 people. The four students consisted of high achieving students, diligent students, students lacking motivation in learning, and students often having problems at school. In order to support this research, the researcher will also interview four teachers assigned to the disciplinary field.

Data collection techniques in this study were in the form of observation, interviews and questionnaires. Observation is used to directly observe the habituation of the disciplinary attitude of SMPN 1 Gondangwetan students. Interviews with disciplinary teachers aimed to find out to

what extent students are disciplined at school. Then, a questionnaire was used to collect data from research subjects quickly and relatively. The data collected was in the form of documentation such as activity photos, interview recordings, and answers from questionnaires that had been distributed to students at SMPN 1 Gondangwetan. Data analysis in this study used descriptive analysis, namely narrative data analysis. The research procedure is carried out in several ways, namely (1) carrying out observations; (2) conducting interviews with teachers; (3) distributing questionnaires to students who are the research subjects; (4) transcribing the results of interviews and questionnaires in the form of questionnaires; (5) analyze the results of the questionnaire; (6) examine the results of the questionnaire based on relevant book and literature sources; and (7) conclude the research results.

RESULTS AND DISCUSSION

Rules of conduct at SMPN 1 Gondangwetan

The rules of conduct at SMPN 1 Gondangwetan that have been enforced on students include:

1. Be orderly in wearing uniform along with complete attributes
2. Orderly in student attendance at school
3. Be orderly when learning activities are in progress
4. Orderly in the model of haircuts for male students
5. Orderly dress uniform for female students
6. Orderly in maintaining the school environment
7. Be orderly in using the facilities available at school
8. Be polite and courteous to fellow students and the entire school community
9. Avoid bullying, both psychologically and physically in peer friendships, etc

Each rule that has been set by SMPN 1 Gondangwetan has certain point weights which if violated and the points reach a certain score limit, students who violate these can be given appropriate sanctions.

When the researcher distributed questionnaires to students who had been sampled

from each class, most of the students already knew what rules/orders had been enforced by SMPN 1 Gondangwetan, but there were still some students who did not know some of these regulations. This is the duty of the school, especially the teacher who handles the disciplinary section, to continue educating their students about the rules/orders that apply and their consequences. When the teachers of the discipline section were interviewed, they said that within one semester, there were still students who violated school rules/rules, even though each type of violation had been marked with the weight of the score points, along with the consequences in the student rule book which was mandatory. owned by each student. The teachers' explanations were also supported by honest student statements that they sometimes still violated the rules.

According to the explanations of the teachers in the discipline section, the rules/orders that are still often violated by students of SMPN 1 Gondangwetan include: (1) arriving late to school, (2) male students' haircuts that do not comply with the provisions, (3) being late collecting assignments, (4) bringing motorcycles to school, (5) littering, (6) fights between friends, (7) not wearing full school attributes, and (8) skipping school behavior. Based on a questionnaire filled out by students, the most frequent violations they committed were arriving late to school, then not wearing the full school attributes, a small number still often did bad things such as talking to their friends during the ceremony and parking their bicycles carelessly. While others answered that they had never violated school rules.

Sanctions for Students After Committing a Violation

Every rule or code of conduct certainly has sanctions if it is violated by everyone in it, as well as the school regulations/rules that apply at SMPN 1 Gondangwetan. Based on the answers to the questionnaire filled out by the students, most of them answered that the points were only added and after that no punishment was imposed in the form of certain activities so they would not repeat it. Several students answered that they had been asked to clean the halls at school by their teacher after committing a violation, and worst of all,

there were students whose parents had been summoned because they had committed a serious violation. In addition, the other students answered that they had never committed a violation, so that until now they had never felt any sanctions that they got after committing a violation.

SMPN 1 Gondangwetan implements educational sanctions for students, not in the form of harsh punishments, but efforts are made to continue to provide a deterrent effect for students who violate it. The counseling teacher who is also handling the disciplinary section is of the opinion that initially they will reprimand students who violate school rules, but if the student still repeats it, the disciplinary teacher will give point sanctions according to what is stated in the student rule book. Sometimes teachers will punish students with positive activities such as pulling weeds at school, sweeping the halls, and being asked to perform Duha prayers and recite the Koran for Muslim students. The goal is that students who still lack the character of discipline are given direction to continue to preserve the school environment and be pious to God Almighty by getting used to worship when at school.

According to the acknowledgment of the disciplinary teachers at the school, some of the sanctions that have been carried out, sometimes there are still a small number of students who still repeat their actions again. If the points of violation have reached a predetermined limit and the child's attitude is felt to require special handling, then the only way taken by SMPN 1 Gondangwetan is to call the student's parents to school by writing a statement to find out about the type of violation. These disciplinary teachers will later provide counseling to parents and their children who often violate school rules so they can provide advice as well as motivate students to study better. If the parents of students called by the disciplinary teacher do not come to school, the disciplinary teacher will conduct a home visit or visit the residence of the parents of students who often violate this rule to be given guidance.

From the efforts made by the disciplinary teacher at SMPN 1 Gondangwetan, it seems quite successful in reducing the level of student indiscipline while at school when seen from the

answers to the student questionnaire. Most of the students answered that they did not repeat the violations that had been committed after the imposition of these sanctions, but there were also those who occasionally still violated the rules.

Factors Causing Students to Violate the Rules of Order

There are many factors that cause SMPN 1 Gondangwetan students to violate school regulations/rules, both internal and external factors that occur within students. One of the main factors is caused by a less harmonious family environment, so students receive less attention and guidance from their parents. Problems that often occur in the family environment such as divorce, domestic violence (KDRT), infidelity, parents who are in debt, and child custody given to grandparents and siblings because of busy parents at work, so that the student even rarely meet let alone communicate with his parents.

Even students who are not comfortable at home will eventually look for fun outside the home, so that they fall into an unhealthy friendship environment, such as playing games on gadgets until late at night which causes students to often fall asleep in class, influenced by the bad habits of their friends so that they are recognized by their surroundings and making this student feel that when he commits these violations it is normal because many of his friends also violate school rules. As a result of using gadgets that are not accompanied by parental supervision, students like this often read and watch negative things on social media that have a real impact on their lives.

From the results of the questionnaire that was answered by the students, at the light level of discipline violations, they committed minor violations because they forgot to wear or bring complete attributes while at school. The main factor is getting up late so that it makes students rush in getting ready so that sometimes there are attributes that are forgotten to be worn. There are also those who do not wear the attributes because they are missing or cannot afford the missing school attributes. As a result of the habit of students coming late to school this causes students to be in a hurry too in parking their bicycles so that bicycle parking becomes irregular. When the

ceremony took place, there were still many students who talked alone with their friends. They revealed that they felt bored while undergoing the ceremony. Some other students said that they never broke the rules at school.

Based on the factors that influence student indiscipline while at school, the teachers of this discipline section also seek guidance for parents of students and students with problems. Initially this training was carried out by calling parents to school or teachers visiting the homes of parents of students whose children often had problems at school. Guidance that has been carried out by the discipline teacher at SMPN 1 Gondangwetan for parents of students who often violate them includes: (1) Providing insight to parents regarding student problems at school, and explaining the rules and sanctions that will be given to students if they often violate, (2) Sharing stories and asking to pay more attention to the son/daughter, (3) Informing parents about their child's violations and school rules, (4) Inviting parents to pay more attention to children, and (5) Make a statement signed by the parents and the student.

Learning Motivation of Students who Often Violate School Rules While in Class

If examined from the internal factors of students when they are at home, this rebellious and undisciplined attitude will certainly make students not enthusiastic when participating in learning at school. For them school is only a formality, not a personal need. However, based on a survey conducted on the sampled SMPN 1 Gondangwetan students, the majority of them felt excited when they went to school although there were a few who felt that they were sometimes excited when in class. When the subjects being taught were too boring for students, students answered based on the questionnaire that the teacher would invite them to do ice breaking in the middle of learning, some teachers would reprimand them directly, some teachers would spontaneously give sanctions, a few others answered like teachers are apathetic and just keep on with their lessons, there are teachers who invite jokes or play while learning.

From the interviews that have been conducted, teachers at SMPN 1 Gondangwetan will pay special attention to students who have problems with discipline and their learning progress, in collaboration with other subject teachers and their parents. Conduct counseling guidance for individuals/groups to find out what lessons are not understood, find out what causes these students to lack motivation to learn and help students to get their learning motivation back. Apart from counseling, motivating students can also be done by providing fun learning media. For example, creating Instagram media to increase student learning motivation. The contents are tips and tricks for motivating learning activities with an attractive and not boring appearance, as well as providing support to students to study even harder.

The efforts that have been made by all teachers at Gondangwetan 1 Public Middle School in increasing student motivation in learning seem to have succeeded in boosting student enthusiasm when participating in class learning, this is evident from a survey conducted by researchers of Gondangwetan 1 Middle School students who have been grouped into several samples. Others answered that sometimes what the teacher had done could make him excited and a few others answered that these activities had no impact at all on increasing students' enthusiasm for learning in class.

CONCLUSIONS AND RECOMMENDATION

The rules that have been enforced at SMPN 1 Gondangwetan, in fact there are still students who do not know about every point of the rules, so that violations of the rules still occur frequently. For every violation of the rules at SMPN 1 Gondangwetan there are certain sanctions that will be imposed if students do it. The sanctions that have been set must still educate and provide a deterrent effect for students. The school will not hesitate to call on student guardians, even visiting the parents' homes to coordinate so that there is good cooperation between teachers, parents, and students in order to achieve the student's learning progress. Of course teachers and guardians of students want the best for students who often

violate this. For students who often violate school rules, the teacher feels a decrease in learning motivation that occurs in these students. Of the efforts made by teachers in boosting student motivation in learning, most of what has been done has been successful in building students' enthusiasm for learning again.

Suggestions that researchers can give regarding this problem include, teachers should be more assertive and consistent in educating and fostering students who still violate these rules, so that the level of discipline of students while at school can be suppressed. The role of parents is needed to deal with children who have serious violations at school. If learning in class feels boring, the teacher should be able to create pleasant classroom conditions.

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