

The management of teachers' personality competence to enhance discipline among elementary school students

Ani Susilawati ^{a.1,*}, Sobari ^{b.2}

*ab Universitas Islam Nusantara, Bandung, Indonesia.

*1 anisusilawati@uninus.ac.id; 2 sobari@uninus.ac.id.

*Correspondent Author

Received: 14-10-2025

Revised: 16-11-2025

Accepted: 20-12-2025

KEYWORDS

educational management;
elementary school; teacher
personality competence;
student discipline.

ABSTRACT

The discipline of elementary school students is a crucial foundation for character development and the achievement of national education goals. Teachers play a strategic role as role models in instilling discipline values through personality competencies reflected in integrity, exemplary behavior, consistency, and the ability to nurture student behavior. Implementing these competencies requires planned management through the functions of planning, organizing, implementing, and supervising. This study employed a qualitative approach with a case study method at SDN Sukawangi 2 Warungkondang and SDN Kembangmanis 2 Cugenang, Cianjur Regency. Data were collected through in-depth interviews, classroom observations, and document analysis, validated by triangulation of sources, techniques, and time, and analyzed using an interactive model comprising data reduction, data presentation, and conclusion drawing. The results indicate that teacher personality competency management is implemented through four management functions: (1) Planning, emphasizing exemplary behavior, integrity, and consistency supported by internal policies, reflective forums, and continuous training; (2) Organizing, which strengthens teacher competencies through role-model assignments, coordination of habituation activities, and provision of coaching tools; (3) Implementation, where teachers act as role models, motivators, and consistent enforcers of rules; and (4) Supervision, involving monitoring student discipline, evaluating teacher personality, and following up with peer mentoring, reflection forums, and individual guidance. The findings align with educational management theories (Mulyasa, Terry, Sergiovanni) and government policies on teacher competencies. Challenges include differences in discipline among teachers, limited coordination time, student resistance to humanistic approaches, and limited school resources. The success of discipline development strongly depends on synergy between organizational structure, school culture, and adequate coaching instruments.

This is an open-access article under the CC-BY-SA license.



Introduction

Elementary education serves as the fundamental foundation for developing high-quality human resources. At this stage, students are expected not only to master cognitive skills but also to develop affective and psychomotor abilities that underpin character formation. Teachers, as professional educators, play a strategic role in realizing these objectives. According to Law No. 14 of 2005 concerning Teachers and Lecturers, teachers function not only as educators and instructors but also as mentors, trainers, assessors, and evaluators of students. This indicates that teachers must possess comprehensive competencies, one of which is personality competence.

Teacher personality competence refers to the ability to demonstrate a stable,

mature, wise, authoritative, and noble character, thereby serving as a role model for students (Regulation of the Minister of National Education No. 16 of 2007). This competence is crucial in shaping students' character, particularly in fostering discipline. Teachers with strong moral integrity, emotional maturity, and consistent behavior are more capable of instilling positive values in their students. Lickona (1991) emphasized that character education can only succeed if teachers themselves embody the moral values they teach.

Elementary schools occupy a strategic position as a critical stage in children's moral and character development. During this period, children's moral growth is significantly influenced by their surroundings, especially the examples set by adults. Therefore, teachers' personality competence must be systematically developed through effective and well-structured school management. Sound management enables schools to build, strengthen, and sustain teachers' personality competence so that it is consistently reflected in daily educational practices.

Ideally, schools should have teachers who are mature in character, consistent in demonstrating discipline, exemplary, patient, responsible, and capable of fostering students' discipline both in learning activities and in daily life (Sulistiyorini, 2019). However, the reality in the field remains far from ideal. The decline in elementary students' discipline is evident in behaviors such as tardiness, noncompliance with classroom rules, delays in submitting assignments, and reduced respect toward teachers. Ningsih and Sumarsono (2021) found that disciplinary issues are among the most common challenges faced by elementary school teachers, particularly in schools with diverse socioeconomic backgrounds.

Preliminary observations at SDN Sukawangi 2 and SDN Kembangmanis 2 Cianjur revealed significant challenges related to student discipline. Several students were observed arriving late to school, disrupting classroom learning. Moreover, a number of students showed a tendency to neglect assignments and disregard school rules, which adversely affected both the quality of learning and the effective use of instructional time.

These findings highlight that the decline in student discipline is closely related to teachers' consistency in modeling appropriate behavior. Students' trust in their teachers' authority and the community's perception of the school are strongly influenced by teachers' own discipline. Therefore, student disciplinary issues cannot be viewed merely as individual shortcomings but rather as a reflection of inadequate management of teachers' personality competence within schools.

Previous research supports this view. Widiyanti (2020) found that teachers who consistently serve as positive role models tend to have more orderly classrooms, while Ningsih and Sumarsono (2021) identified a positive correlation between teachers' behavioral consistency and improved student discipline. Another issue observed is that many teachers remain overly focused on cognitive achievement while neglecting affective development. Inconsistency in enforcing rules and exemplifying disciplined behavior further weakens the effectiveness of character education.

The gap between expectations and reality reflects challenges in implementing the teacher's role as a moral exemplar. On one hand, government regulations—specifically Permendiknas No. 16 of 2007—require teachers to possess a stable and consistent personality. On the other hand, many teachers have yet to demonstrate sustained discipline in practice. This gap is further exacerbated by weak school management in developing and maintaining teachers' personality competence. Terry (2006) asserted that organizational success, including in schools, depends on the effectiveness of management functions—planning, organizing, directing, and controlling. If these functions are not systematically applied to the management of teacher personality competence, the goal of nurturing student discipline will be difficult to achieve.

Based on this understanding, student discipline is closely linked to the effectiveness of managing teachers' personality competence. The management process involves planning for teachers' personality development, organizing strategies for

guidance and mentoring, providing direction from school principals, and conducting continuous evaluations of teachers' behavior and role modeling. This study aims to analyze and describe the implementation of personality competence management among teachers at SDN Sukawangi 2 and SDN Kembangmanis 2, focusing on efforts to improve student discipline. Accordingly, this research highlights the causal relationship between the management of teachers' personality competence and the level of discipline among elementary school students.

The significance of this study lies in the urgency of developing an effective management system for teachers' personality competence as a means of strengthening student discipline from the earliest stages of education. Failure to address this issue may lead to a generation with weak moral character and low social responsibility, undermining broader efforts to build quality human resources.

Method

This study employed a qualitative approach using a case study method. The selection of this design was based on the consideration that a case study allows the researcher to explore, in depth and comprehensively, the process of managing teachers' personality competence within the real context of elementary school settings. This design was deemed most appropriate because it enables detailed examination of the dynamics of planning, organizing, implementing, and supervising carried out by school principals and teachers in fostering student discipline. Thus, the approach aligns with the study's objective, which emphasizes a deep understanding of processes rather than quantitative measurement of outcomes.

The research was conducted at two public elementary schools in Cianjur Regency, namely SDN Sukawangi 2 Warungkondang and SDN Kembangmanis 2 Cugenang. The selection of these research sites was made purposively, based on the consideration that both schools exhibit student discipline issues relevant to the study's focus, as well as differences in their discipline management practices—allowing for comparative contextual analysis.

The research subjects included school principals, classroom teachers, subject teachers, and student representatives. Informants were selected using purposive sampling, in which participants were chosen based on specific criteria directly related to the research focus. These criteria included active involvement in learning activities, engagement in disciplinary practices, and participation in school character development programs.

Data were collected using three primary techniques:

1. In-depth interviews, conducted with principals and teachers to obtain information on strategies and implementation of teacher personality competence management in fostering student discipline;
2. Participant observation, aimed at directly observing classroom activities, enforcement of school rules, teacher-student interactions, and character-building practices; and
3. Document analysis, involving examination of supporting documents such as school regulations, program plans, supervision reports, and student guidance records.

To ensure data validity, this study employed triangulation techniques, including source triangulation, methodological triangulation, and time triangulation. Triangulation was conducted to ensure the consistency and credibility of data obtained from various sources and collection methods.

The research procedure comprised several stages: preparation, data collection, data reduction, data presentation, and conclusion drawing and verification. The preparation stage included developing research instruments such as interview guides, observation sheets, and document analysis formats. The data collection stage involved conducting interviews, observations, and documentation aligned with the research focus. The data reduction stage entailed selecting, organizing, and simplifying data based on its relevance to the study. The data presentation stage consisted of organizing information into thematic matrices and narrative descriptions to facilitate analysis of interrelated

variables. The conclusion drawing and verification stage was carried out continuously throughout the research process to ensure the accuracy and reliability of data interpretation.

Data analysis followed the interactive analysis model proposed by Miles and Huberman (1994), which includes three main components: data reduction, data display, and conclusion drawing/verification. This model was chosen because it allows simultaneous analysis from the beginning of data collection through the final stage, ensuring that interpretation is continuous and reflective. Through this approach, qualitative data were processed systematically, emphasizing the identification of meanings, patterns, and relationships among elements in the management of teachers' personality competence and its impact on students' discipline in elementary schools.

Result

The findings indicate that the management of teachers' personality competence in enhancing student discipline in elementary schools is implemented through the four primary management functions: planning, organizing, actuating, and controlling. These four functions operate in an integrative and continuous manner within an educational management framework oriented toward the development of students' disciplined character.

Planning

At the planning stage, school principals and teachers collaboratively formulate goals for discipline development based on the core values of teachers' personality competence—namely integrity, consistency, responsibility, and moral exemplarity. This stage involves designing programs for positive behavioral habituation, developing school regulations, and establishing strategies to cultivate a classroom climate conducive to discipline. The principal acts as a strategic policy planner, while teachers serve as implementers of personality-based values in their teaching and daily interactions.

Organizing

The organizing stage is realized through the structuring of roles and responsibilities among principals, teachers, and school staff. The principal establishes a coordination system that positions teachers as role models in all school activities. Additionally, personality development mechanisms are implemented through reflection forums, evaluative meetings, and character-strengthening workshops. Administrative aspects of organization include the preparation of guidance documents, codes of professional ethics, and standard operating procedures (SOPs) for enforcing discipline within the school environment.

Actuating (Implementation)

During the implementation stage, teachers demonstrate their personality competence through tangible examples both inside and outside the classroom—by modeling discipline, providing educational motivation, and enforcing rules consistently and fairly. Teachers act not only as instructors but also as moral mentors who instill discipline through everyday conduct. Practices such as punctuality, adherence to regulations, and consistent behavior become effective mediums for fostering students' disciplined character.

Controlling (Supervision)

The supervision stage is carried out systematically through continuous monitoring of student discipline, evaluation of teachers' personality competence, and follow-up activities such as mentoring, collective reflection, and individualized coaching. The monitoring process emphasizes process-based evaluation rather than solely outcome-based assessment, promoting ongoing improvement in disciplinary practices within the school setting.

Integration with Educational Management Theory

The findings of this study reinforce the relevance of educational management theory as proposed by Mulyasa (2013), which highlights the importance of management functions—planning, organizing, implementing, and supervising—in enhancing the effectiveness of educational processes. The study demonstrates that the integrated application of these functions can establish a sustainable disciplinary system rooted in teachers' personality competence.

Furthermore, Sergiovanni's (2007) theory of educational leadership provides a conceptual framework for understanding how principals, as *instructional leaders*, can motivate teachers to internalize and manage their personality competence in daily practice. In line with Terry's (2006) classical management theory, the findings affirm that systematic and consistent implementation of management functions significantly contributes to improved student discipline.

Gap Analysis and Practical Implications

Field data reveal a gap between the government's normative policies regarding teacher competency standards and their empirical implementation in elementary schools. Several challenges were identified, including limited time for teachers to engage in personality development, variations in leadership and disciplinary styles among teachers, and student resistance to school regulations.

Nevertheless, this study proposes a conceptual solution through the integration of teacher personality management within the school's organizational structure. This approach positions teachers' personality competence as a core component of school management systems rather than as an individual attribute. The practical implication is the formation of a school-culture-based model of teacher personality management, which not only strengthens student discipline but also embeds character education values into the broader ecosystem of Indonesian elementary education.

Theoretical Contribution

Theoretically, this study affirms that educational management theory functions not merely as a descriptive analytical tool but also as a foundation for developing new, contextually grounded, and humanistic management models. The findings open the possibility of formulating a new theoretical framework on teacher personality competence management, focusing on the integration of personality, disciplinary culture, and leadership effectiveness.

This emerging theoretical perspective differs from conventional educational management approaches by positioning teachers as the primary agents of character formation through personal integrity and moral exemplarity, rather than as mere executors of administrative policy. Thus, this study contributes not only empirical insights into improving student discipline but also extends the theoretical discourse within the field of educational human resource management—particularly at the elementary education level in Indonesia.

Discussion

Planning the Development of Teachers' Personality Competence

The study found that the planning process for developing teachers' personality competence in elementary schools was carried out systematically through several main steps: preparing the annual work program, establishing professional reflection forums, and conducting internal training focused on strengthening core personality values. The principal acted as a facilitator and main coordinator, ensuring that all program designs were grounded in integrity, exemplary conduct, responsibility, and consistency—serving as the pillars of teachers' character formation.

This planning process was not merely administrative but also strategic, encompassing the formulation of a vision for personality development aligned with the school's culture and students' needs. The principal and teachers collaboratively designed positive habituation activities such as morning assemblies, character reflection sessions, and personal mentoring schedules.

These findings align with Mulyasa (2013, p. 87), who emphasized that thorough planning is the key to effective educational management, as it provides clear direction for achieving objectives and minimizes potential deviations during implementation. Thus, planning serves as the foundational stage that determines the overall quality of the management of teachers' personality competence.

Table 1: Planning Programs for Teachers' Personality Competence

No	Activity Agenda	Activity Outcome	Activity Description
1	Work Plan Preparation	Principal & Teachers	Establish personality indicators as references for student discipline development.
2	Reflection Forum	Monthly	Regular discussions on integrity and discipline in teaching practices.
3	Internal Training	Teachers & Local Trainers	Short training on leadership based on exemplary behavior.

Source: Interview and documentation data, 2025.

Organizing Teachers' Personality Competence

The organizational stage ensures that the design of personality development can be effectively implemented through a clear and coordinated work structure. The research found that organization was carried out by defining teachers' roles as role models, forming a discipline development team, and providing codes of conduct and ethical guidelines that serve as behavioral references for all school members.

The principal functioned as both leader and manager, directing and coordinating teachers in fulfilling their dual role as moral exemplars and student mentors. Within this structure, each teacher was assigned specific responsibilities, such as supervising flag ceremonies, managing attendance discipline programs, and reporting rule violations.

This process reflects the principles of educational organization theory, which stress the importance of coordination, task distribution, and clarity of responsibility (Sergiovanni, 2007, p. 132). With a well-structured organizational system, teacher personality development activities can proceed more systematically, purposefully, and measurably to support improved student discipline.

Implementing Teachers' Personality Competence

At the implementation stage, teachers act as key agents in shaping students' disciplinary character through the direct application of personality values in everyday practice. Field observations revealed that teachers perform three main roles:

1. As role models, demonstrating discipline, responsibility, and work ethics.
2. As motivators, fostering students' awareness of school rules through persuasive approaches and rewards.
3. As enforcers of rules, applying school regulations consistently and fairly.

Implementation shows that exemplary behavior has a strong pedagogical effect. Students tend to emulate teachers' disciplined actions more readily than they respond to verbal instruction alone. This finding reinforces the *social learning theory* in education, emphasizing the importance of imitation of positive behaviors from authoritative figures.

These results align with Ningsih and Sumarsono (2021, p. 57), who found a significant relationship between teacher modeling and student discipline levels. Thus, the implementation of teachers' personality competence serves as a bridge between managerial policy and observable behavioral change within the school environment.

Supervising Teachers' Personality Competence

The supervision (controlling) stage plays a critical role in ensuring the sustainability and effectiveness of teachers' personality development. The research identified three main supervision mechanisms:

1. Monitoring student discipline, involving daily behavioral observation and documentation of rule compliance.
2. Evaluating teachers' personality, conducted through joint reflections, professional attitude assessments, and feedback from principals and peers.
3. Follow-up actions, including individual mentoring, personal guidance, and continuous coaching for teachers and students requiring special support.

The principal served as the main supervisor by applying both academic and managerial supervision principles simultaneously. This process was not only administrative but also educational in nature, aimed at enhancing teachers' reflective awareness of the role of personality in discipline formation.

This aligns with Terry (2006, p. 59), who stated that the control function in management not only monitors activity implementation but also ensures sustainability through corrective and continuous improvement actions. Hence, supervision in this context functions as a mechanism to maintain consistency, evaluate effectiveness, and strengthen teachers' professional accountability in managing their personality competence.

Conclusion

The findings of this study indicate that the management of teachers' personality competence plays a significant role in enhancing student discipline in elementary schools. The management functions—planning, organizing, implementing, and supervising—serve as an effective framework for developing teachers' personality competence, thereby fostering a disciplined and conducive learning climate. Teachers who demonstrate integrity, consistency, and exemplary behavior are proven to be more successful in instilling discipline in students than those who rely solely on verbal instruction. Moreover, the role of the principal as an instructional leader is crucial in facilitating, guiding, and supervising teachers to continually cultivate positive personality traits that directly influence students' discipline formation.

The study concludes that student discipline development cannot be separated from the systematic management of teachers' personality competence. This finding supports existing educational management theories while expanding their perspective by emphasizing teachers' personality as a central instrument in shaping disciplined learners.

Based on the results, it is recommended that schools integrate the development of teachers' personality competence into their continuous work programs and strengthen professional reflection forums and internal training sessions focused on character building. Future research may explore the development of more contextually grounded models of teacher personality management that align with the diverse characteristics of elementary schools across regions. Such research could provide broader policy recommendations for improving character-based education quality in Indonesia.

References

- Adawiyah, N. (2021). Pemahaman siswa terhadap materi qurban dan aqiqah hubungannya dengan sikap sosial siswa. *Jurnal Pendidikan Islam*, 8(2), 115–128.
- Adelin, F. (2024). Kompetensi kepribadian guru perspektif Imam An-Nawawi Ad-Dimasyqi. *Jurnal Filsafat Pendidikan Islam*, 12(1), 33–47.
- Adikarya, H. R. (2012). *Perubahan sosial dan pendidikan: Pengantar pedagogik transformatif untuk Indonesia*. Grasindo.
- Agatha, M. (2024). Pengaruh kepemimpinan dan lingkungan kerja terhadap loyalitas karyawan. *Jurnal Manajemen Sumber Daya Manusia*, 10(1), 55–67.
- Agustinur, A. (2024). Peran Dewan Kemakmuran Masjid dalam pembinaan karakter Islami pada remaja masjid. *Jurnal Pengabdian dan Dakwah Islam*, 6(2), 88–101.
- Akbar, R. (2024). Implementasi Kurikulum Merdeka pada pembelajaran PAI dalam meningkatkan kreativitas belajar siswa. *Jurnal Pendidikan Agama Islam dan Karakter*, 9(1), 24–36.
- Alfata, A. (2021). Hubungan antara aktivitas belajar siswa melalui WhatsApp Group dengan hasil belajar kognitif. *Jurnal Teknologi Pendidikan*, 7(2), 90–105.
- Amalia, N. (2021). Pengaruh pelaksanaan pendidikan karakter terhadap perilaku keagamaan siswa. *Jurnal Pendidikan Karakter Islami*, 11(1), 71–83.
- Ariansyah, D. (2024). Pengaruh budaya organisasi dan lingkungan kerja terhadap kepuasan kerja. *Jurnal Administrasi dan Manajemen*, 13(1), 15–27.

- Arifin, M. (2019). *Disiplin siswa dan hubungannya dengan prestasi belajar*. Prenada Media.
- Arikunto, S. (2013). *Dasar-dasar evaluasi pendidikan* (Edisi revisi). Bumi Aksara.
- Aziz, R. A. (2021). Implementasi nilai-nilai pendidikan agama Islam melalui pembinaan karakter di SMP IT Al-Ikhlas. *Jurnal Pendidikan Islam Terpadu*, 5(2), 102–114.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice Hall.
- Barnawi, & Arifin, M. (2016). *Manajemen pendidikan: Administrasi dan supervisi pendidikan*. Ar-Ruzz Media.
- Djamarah, S. B. (2011). *Psikologi belajar*. Rineka Cipta.
- Edjang, A. (2021). Pembinaan akhlak siswa di sekolah berbasis boarding school. *Jurnal Pendidikan dan Asrama*, 3(1), 40–52.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2020). Supervision and instructional leadership: A developmental approach (10th ed.). *Educational Administration Quarterly*, 58(2), 122–145.
- Hadi, S. (2018). Pengaruh kompetensi guru terhadap disiplin dan prestasi belajar siswa. *Jurnal Pendidikan*, 9(2), 101–110.
- Handoko, T. H. (2011). *Manajemen* (Edisi kedua). BPFE.
- Hasanah, U. (2020). Pengaruh integritas moral guru terhadap kedisiplinan dan motivasi belajar siswa. *Jurnal Pendidikan Karakter*, 10(2), 145–158.
- Hurlock, E. B. (2010). *Psikologi perkembangan: Suatu pendekatan sepanjang rentang kehidupan* (Edisi keenam). Erlangga.
- Indrawati, E. S. (2015). *Manajemen dalam organisasi pendidikan*. Refika Aditama.
- Indrawati, P. D. (2015). Metode penelitian manajemen dan bisnis: Konvergensi teknologi komunikasi dan informasi. *Jurnal Manajemen dan Bisnis*, 12(1), 1–15. <https://openlibrary.telkomuniversity.ac.id>
- Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2015). *Permendikbud Nomor 23 Tahun 2015 tentang Penumbuhan Budi Pekerti*. Kemdikbud.
- Kementerian Pendidikan Nasional Republik Indonesia. (2007). *Permendiknas Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru*. Kemendiknas.
- Kunandar. (2014). *Guru profesional: Implementasi Kurikulum 2013 dan kesiapan menghadapi sertifikasi guru*. Rajawali Pers.
- Lewis, L., Goodman, S. H., & Fandt, P. M. (2014). *Management: Challenges for tomorrow's leaders* (6th ed.). Cengage Learning.
- Lickona, T. (1991). *Educating for character: How our schools can teach respect and responsibility*. Bantam Books.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook*. SAGE Publications.
- Mulyasa, E. (2013). *Menjadi guru profesional menciptakan pembelajaran kreatif dan menyenangkan*. Remaja Rosdakarya.
- Ningsih, S., & Sumarsono, R. B. (2021). Hubungan antara kompetensi kepribadian guru dan kedisiplinan siswa sekolah dasar. *Jurnal Manajemen Pendidikan Dasar*, 9(1), 45–56.
- Pemerintah Republik Indonesia. (2003). *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. Sekretariat Negara.
- Pemerintah Republik Indonesia. (2005). *Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen*. Sekretariat Negara.
- Pemerintah Republik Indonesia. (2017). *Peraturan Pemerintah Nomor 19 Tahun 2017 tentang Guru*. Sekretariat Negara.
- Piaget, J. (1972). *The psychology of the child*. Basic Books.
- Robbins, S. P., & Coulter, M. (2012). *Management* (11th ed.). Pearson.
- Safroni, M. (2013). *Manajemen pendidikan*. Ombak.
- Siagian, S. P. (2001). *Teori dan praktik kepemimpinan*. Rineka Cipta.

- Slameto. (2015). *Belajar dan faktor-faktor yang mempengaruhinya*. Rineka Cipta. Solihin, I. (2015). *Pengantar manajemen*. Erlangga.
- Spradley, J. (1997). *Metode etnografi*. Tiara Wacana. Sugiyono. (2016). *Metode penelitian pendidikan*. Alfabeta.
- Sulistiyorini, R. (2019). Pengaruh kompetensi kepribadian guru terhadap pembentukan karakter siswa. *Jurnal Pendidikan Karakter*, 9(3), 271–283.
- Surya, M. (2015). *Psikologi guru: Kepribadian, motivasi dan profesionalisme guru*. Alfabeta.
- Terry, G. R. (2006). *Prinsip-prinsip manajemen* (Terj. Winardi). Bumi Aksara.
- Uno, H. B. (2013). *Profesi kependidikan: Masalah, solusi dan reformasi pendidikan di Indonesia*. Bumi Aksara.
- Wahjosumidjo. (2013). *Kepemimpinan kepala sekolah: Tinjauan teoritis dan permasalahannya*. RajaGrafindo Persada.
- Widiyanti, R. (2020). Pengaruh keteladanan guru terhadap kedisiplinan siswa di sekolah dasar. *Jurnal Ilmu Pendidikan Dasar*, 8(2), 78–89.
- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41(2), 64–70.