

The Effect of Applying Sanctions on the Discipline of Class V Students at MI Muhammadiyah Kenteng Nogosari

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Received: 19 Februari 2024

Revised: 16 Maret 2024

Accepted: 15 April 2024

KEYWORDS

application of punishment;
student discipline;
quantitative approach.

ABSTRACT

This research aims to determine the effectiveness of implementing sanctions on student discipline at Madrasah Ibtidaiyah Muhammadiyah Kenteng Nogosari Boyolali for the 2022/2023 academic year. The type of research used is a quantitative approach with an ex post facto research design. The population in this study was class V MI Muhammadiyah Kenteng which consisted of two classes A and B. Sampling used a saturated sampling technique or saturationsampling, which is a sampling technique if all subjects or objects in the population are used as samples. The data collection method in this research uses mean, median, mode, standard deviation, Likert scale scoring, in the prerequisite test using the Kolmogorov-Smirnov normality test and homogeneity test using the Levene test and paired sample t-test using the SPSS version 15.0 application. Based on the results of data analysis on the application of sanctions using the data centering formula of mean, median, mode, standard deviation and scoring, the results show a mean of 75.6, a median of 74.7, a mode of 74.7, a standard deviation of 120.4 and a very high Likert scale scoring with a total of 8 students, high with 19 students, low with 13 students and very low with 7 students. Meanwhile, the results of the analysis of student discipline data showed that the mean was 80, the median was 74.7, the mode was 74.7, the standard deviation was 12.001 and the Likert scale scoring was very high with the number of 11 students, high with 14 students, low with the number of 17 students, very low with the number 5 students. Based on the results of the prerequisite test calculations using the normality test with the Kolmogorov - Smirnov test formula, the researcher obtained a significant ASYMP sig value. (2-tailed) was 0.877, indicating that the residual value was normally distributed, and the homogeneity test which was tested using the researcher's Levene test formula obtained a significant value of 0.976, indicating that the data were homogeneous. Next, calculate the hypothesis test using the paired sample t-test formula. The results of the t table value show $t_{count} = 3.562 > t_{table} = 2.013$ so H_0 is rejected. Meanwhile, the significant value shows sig. (2-tailed) is $0.001 < 0.05$, then H_0 is rejected. This means that there are differences after implementing sanctions and student discipline at MI Muhammadiyah Kenteng Nogosari.

Introduction

Schools are educational institutions that accommodate students and are trained so that they have discipline, ability, intelligence and skills. The educational process requires coordinated and directed guidance. In this way, students are expected to achieve maximum learning achievements so that they can achieve success in the future. In article 3 of Law Number 20 of 2003 concerning the national education system, it is stated that national education aims to develop students' potential to become

human beings who have faith and devotion to God Almighty, have noble character, are physically healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Furthermore, developing student potential as intended in the national education goals can be realized by providing disciplinary insight and providing sanctions for students who commit violations.

In this case, discipline and the application of sanctions to students have an important role in the progress of teaching and learning activities in the school environment. In developing students at school, there are many forums or regulations that are implemented to support the smooth process of student learning at school, which is then able to shape students' personalities to be more disciplined in learning, disciplined to arrive on time, and disciplined to follow the programs provided by the school. One of the forums for developing students in schools is to increase discipline and apply sanctions to students who violate the rules or regulations that have been established by the school. The regulations are made based on the smooth implementation and process of teaching and learning activities at school. Through discipline and the implementation of sanctions imposed by schools, various students can recognize their mistakes, instill discipline and increase their enthusiasm for learning.

Discipline and the application of sanctions to students are an inseparable part of the learning environment. Each educational unit has its own rules and regulations to regulate student order from the arrival of students to the process of returning students. The application of sanctions is implemented to develop a spirit of discipline and instill a sense of responsibility in students as citizens who love democracy. As a result, every Indonesian citizen is expected to have a high attitude of nationalism so that they have a sense of pride and love for their own nation. The cultivation of a spirit of discipline in the younger generation must be instilled from school as an educational institution. Schools are service organizations that carry out learning and teaching activities between educators and students.

The aim of applying sanctions to students is to build students' personalities and also instill a sense of responsibility towards themselves and the school. Every Indonesian citizen is expected to have discipline and a high sense of responsibility, the world of education today has complex problems, which need special attention, of course starting from students' discipline towards school regulations, the hope is that in the future they will be able to become Indonesian citizens who obey the law and become a tough person who loves his country. The fading spirit of discipline among the younger generation could be a threat to the erosion of the values of patriotism which are the basis of our love for our beloved motherland. The large number of violations and disturbances at school is nothing more than a lack of student discipline, which causes a lot of chaos in the school environment.

Abu Ahmadi (2015: 152) explains that punishment or sanctions are actions imposed on children consciously and deliberately so as to raise awareness in the child in the future, with the hope that the child will not repeat the mistake again. Ngalim Purwanto (2009: 186) also says that sanctions are suffering that is given or caused intentionally by someone after a violation, crime or error occurs.

According to article 1 paragraph 4 of Republic of Indonesia Law No. 20 of 2003 concerning the national education system, students are members of society who try to develop themselves through the educational process at certain levels and types of education. The existence of sanctions for students is a solution and way out to create a harmonious and ideal learning system, so that every student understands their rights and obligations when they are in the school environment.

Devi (2017) Conducted research on the relationship between sanctions and discipline among students at SD Al-Islam 1. The aim of this research was to determine the relationship between sanctions and discipline among students in madrasahs. Meanwhile, the method used in this research is qualitative. This research concludes that; There is a significant positive relationship between sanctions and the discipline of Al-Islam Elementary School students.

To provide a clear picture of the purpose of discipline, according to Prajudi Atmosudirjo (2005: 287) formulates discipline as follows:

1. A certain mental attitude (state of mind, mental attitude) which is an attitude and order.
2. A knowledge (knowledge) about a system of behavioral rules, a system or norms of standard criteria that foster insight and awareness (consciousness).
3. An attitude that naturally shows the heart's ability, understanding and awareness to obey everything that is known carefully and in an orderly manner.

According to Ngalim Purwanto (2000:189) there are two types of sanctions, namely:

1. Preventive punishment/sanctions, namely sanctions that are carried out with the intention of preventing or preventing a violation from occurring so that it is carried out as if the violation was committed. 2. Repretive sanctions, namely punishment, namely sanctions given to students for violations. So sanctions in this case are given after committing a violation.

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The following are the steps for implementing Prophet-style sanctions written by Badulloh Nasihin (2013: 630) in his book entitled, *Children's education in Islam*:

Indicates errors by redirecting. 2. Point out mistakes gently. 3. Indicate errors with gestures. 4. Point out mistakes by reprimanding. 5. Point out mistakes by walking away from them. 6. Indicate the error by hitting. 7. Showing mistakes with punishment that can bring awareness.

The objectives of this research include several aspects; 1. To find out the application of sanctions to class V students at MI Muhammadiyah Kenteng. 2. To determine the level of discipline of class V students at MI Muhammadiyah Kenteng. 3. To find out how much influence the application of sanctions has on the discipline of class V students at MI Muhammadiyah Kenteng.

Method

The approach used in this research is a quantitative approach. The quantitative method is a research method that uses a lot of numbers. Starting from the data collection process to its interpretation. according to Sugiyono (2019), it is a research method based on the philosophy of positivism, as a scientific or scientific method because it fulfills scientific principles in a concrete or empirical way, objectively, measurably, rationally and systematically. Data Collection Techniques 1. Research Variables. Research variables are basically anything in any form that is determined by the researcher to be studied so that information about it is obtained, then conclusions are drawn (Sugiyono, 2009: 60). So what is meant by research variables in this research is everything as a research object that is determined and studied so as to obtain information to draw conclusions. Sugiyono (2009: 61) said that research variables in quantitative research can be divided into two types, namely: a. Independent variables, are variables that influence or are the cause of changes or emergence of dependent (related) variables. The independent variable (X) in this research is the application of sanctions. b. Bound variable (dependent variable), is a variable that is influenced or is a result of the existence of an independent variable. The dependent variable (Y) in this research is student discipline.

Data Collection Method: A method is a sequential method used to carry out an activity so that it achieves the desired goal. Meanwhile, data are empirical facts (experience gained from conducting experiments) that have been collected by researchers to solve problems or answer research questions (Suyito, 2015: 67). So, data collection aims to obtain empirical facts to achieve the desired goals. The techniques used by researchers in collecting this data were questions and answers and interaction with teachers at the madrasah. The question answer method is a way of presenting lessons in the form of statements that must be answered, especially from the teacher to the students, but can also be from students to the teacher (Syaiful Bahri Djamarah, 2006: 94). The data collection techniques used in this research are as follows: a. Questionnaire. The questionnaire used in this research is anonymous and open. The author, in terms of measuring attitudes obtained from the questionnaire, uses attitude measurements with a Likert scale. According to Riduwan (2012: 39), the Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group regarding social events or phenomena that have been specifically applied by researchers, which are hereinafter referred to as variables.⁵⁴ The variables that the author will measure using a questionnaire with a Likert scale are the independent variable (giving sanctions) and also the dependent variable (student learning

discipline). The measurement of each answer item for each variable uses a score/value system, namely with the following conditions:

Tabel. 3 Alternative scores for Questionnaire Choice Statements

Alternatif Jawaban	Skor Butir Pernyataan	
	Positif	Negatif
Selalu (SL)	4	1
Sering (SR)	3	2
Jarang (JR)	2	3
Tidak Pernah (TP)	1	4

The number of items or statement items in the questionnaire that will be tested is 25 items which are specifically divided into two parts, namely 10 statement items to measure variable student). All items of this statement will then be tested first to determine whether they are suitable or not to be used in data collection. The trial statement points or items are contained in the attached sheet (Ridwan, 2007: 12) b. Documentation. Documentation is used to collect data regarding the history and development of the school, the condition of teachers and students, and the facilities and infrastructure available at the school. More than that, documentation is also used to collect all the tools and data needed in this research as evidence that will be attached to this thesis.

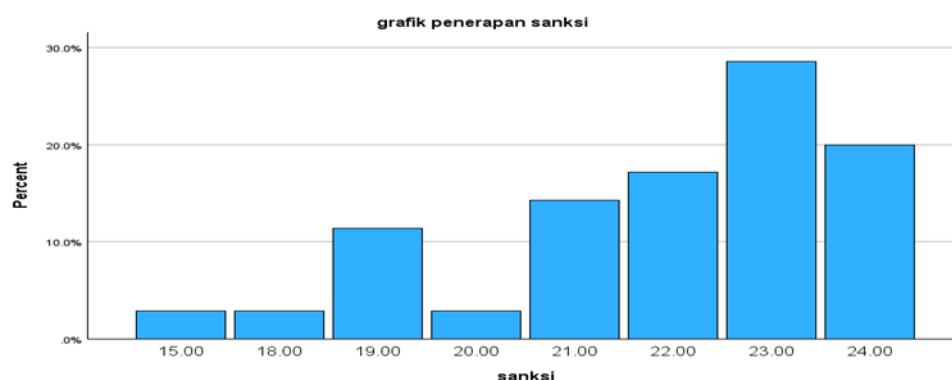
1.1 Results and Discussion

1.2 Research Results

Variable X In this research, the variable for applying sanctions to class V MI Muhammadiyah Kenteng students is based on a questionnaire that researchers conducted during field observations at the madrasa. Based on the results of the descriptive test, the minimum score is 15 and the maximum score is 24. Next, after finding a summary of the questionnaire on the application of sanctions to students, the next step is to analyze the data by looking for the mean, mode and median. To calculate the mean, researchers use the following formula:

Variabel X	Formula		Results
Mean	$X = \sum fd : \sum f =$	$3.402,5 : 35$	75,6
Median	$(\sum f : n)$ $Tb =$ $(fk = 14) (Fi = 10)$ $me = tb + 1 : 2 n - fk : fi. p$	$47: 2 = 23,5$ $70 - 0,5 = 69,5$ $69,5 + 47 : 2 (14 : 18) 10$ $69,5 + 23,5 - 14 : 18 (10)$ $69,5 + (9,5 : 18) 10 = 69,5 + 5,2 =$	74,7
Modus	$Mo = tb + (d1 : d1 + d2) P$	$69,5 + (10 : 19) 10 = 69,5 + 5,2$	74,7
Standar deviation	$X = \sum ni = 1 (fixi : n)$ $S = \sum fi (xi - x)^2 : \sum f$	$3.402 : 35 = 97,3$ $5.656,25 : 35 = 161,6 =$	8,5

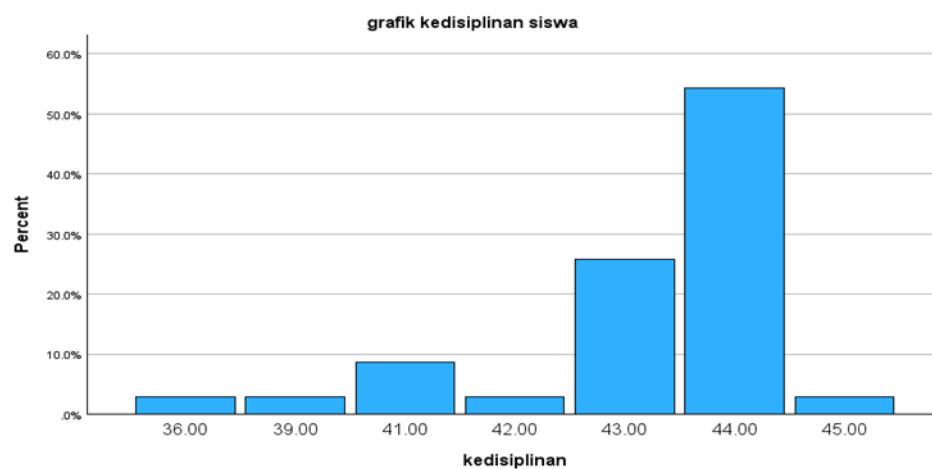
The following are the results in graphical form:



- 1.1.1 Variable Y is the result of discipline of class V students at MI Muhammadiyah Kenteng. After applying sanctions to student discipline through a questionnaire that researchers have input, the result of variable Y, the minimum score is 36 while the maximum score is 45.

Variabel Y	Formula		Results
Mean	$X = \sum fd : \sum f$	$3697 : 35 = 105$	80
Median	$\sum f : n =$ Tb = Fk = 14, Fi = 10 Me = tb + $1:2 n - fk : fi$	$35:2 = 17,5$ $70 - 0,5 = 69,5$ $69,5 + 47 : 2, 14 : 18 = 10$ $69,5 + 23,5 - 14 : 18. 10$ $69,5 + 9,5 : 18. 10 = 69,5 + 5,4 =$	74,5
Modus	$Mo = tb + d1 : d1 + d2 . P$	$69,5 + 10 : 19. 10 = 69,5 + 5,2 =$	74,7
Standar deviation	$X = \sum ni = 1 \text{ fixi} : n =$ $S = \sum fi (xi - x : \sum f : S2 =$	$3697 : 35 = 105$ $5.537.86 : 35 =$	9,8

The following are the results in graphical form:



1.1.2 Normality testing

The normality test aims to determine whether the distribution of residual values is normal or not. Normality testing in this study used the Kolmogorov-Smirnov normality test. Whether the research data is normal or not can be seen from the significant value. If the sig value is > 0.05 , the residual value is normally distributed, and conversely, if the sig value is < 0.05 , the residual value is not normally distributed. Data Normality Test Results assisted by SPSS 15 for Windows before and after using the one sample Kolmogorov-Smirnov formula. Based on the results of SPSS, it can be seen that the significance value of asymp sig. (2-tailed) of $0.001 > 0.05$. So it can be concluded that the residual value is normally distributed.

1.1.3 Homogeneity testing

Homogeneity test assisted by SPSS 15 for Windows. After the data has normal values, the next homogeneity test is carried out. The homogeneity test is carried out to find out whether the data is similar. The homogeneity test in this study used the Levene test. Homogeneous or not can be seen if the significance value is > 0.05 , which means the data is the same (homogeneous), whereas conversely, if the significance value is < 0.05 , then the data does not have the same variance. Data homogeneity test results before and After using the Levene test, it can be seen in the following table:

Tests of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
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Skor	Based on Mean	1.116	2	32	.340
	Based on Median	.043	2	32	.958
	Based on Median and with adjusted df	.043	2	16.651	.958
	Based on trimmed mean	.568	2	32	.572

Descriptive Statistics test results

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Penerapan Sanksi	35	15.00	24.00	21.8286	2.07911
Kedisipilinan Siswa	35	36.00	45.00	43.0857	1.72134
Valid N (listwise)	35				

1.1.3 Pengujian hipotesis

After carrying out prerequisite tests in the form of normality tests and homogeneity tests, the researcher then carried out data hypothesis testing with the help of SPSS 15 for Windows. The purpose of this data hypothesis test is to determine the effectiveness of student discipline using the approach of implementing sanctions or punishment at MI Muhammadiyah Kenteng. The formula that researchers use is the paired sample t-test formula. The basis for decision making in the paired sample t-test is that if the significant value is < 0.05 , then H_0 is rejected and H_a is accepted. Meanwhile, if the significant value is > 0.05 , then H_0 is accepted and H_a is rejected. The results of the paired sample t-test can be seen in the following table:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Kedisiplinan	43.0857	35	1.72134	.29096
	penerapan sanksi	1.6000	35	.49705	.08402

Based on the paired sample t-test output table above, it is known that:

Table $t_{\frac{\alpha}{2}, df}$, $df = 34 - 1 = 33$, if researchers use $\alpha = 5\%$ then the t table value = (2,5 % , 34) is 2,032. T count = - 135,992 = 135,992, t table = 2,032, because t counts = 135,992 > t table = 2,032, then H_0 is rejected. Significant Value: Sig. (2-tailed) is 0.001 < 0.05, then H_0 is rejected. This means that there are differences before and after the implementation of sanctions on the discipline of class V students at MI Muhammadiyah Kenteng.

Discussion

This research was carried out with the aims and objectives of determining the effectiveness of implementing sanctions on the discipline of grade 5 students at MI Muhammadiyah Kenteng in order to improve the quality and quality of student learning in participating in teaching and learning activities at madrasahs. In this research, the sample taken was 35 respondents consisting of 110 students in class 5 A, class 5 B and class 5 C. This research is quantitative research with

an ex post facto research design because this research was conducted after the incident and the data collected came from events that have occurred. In the initial stage of the research, the researcher made observations and observed students' activities at the madrasah from arrival until the time they left. The researcher found that many students were late arriving at the madrasah, did not wear school uniforms, and there was commotion during teaching and learning activities. Based on information from a local teacher (Saiful Rohmn) things like this have become commonplace. Furthermore, after the researcher discovered the lack of student discipline, the researcher was interested in studying and researching the effect of implementing sanctions on student discipline at the Madrasah Ibtidaiyyah Muhammadiyah Kenteng, with the aim of increasing student discipline and teaching and learning activities at the madrasah were effective.

Based on the results of research conducted, there are several factors that influence students' lack of discipline in learning:

1. Students arrive late to school. This is because the students' parents do not take their children to school on time. When the student was asked why his parents were late taking him to school, the student answered that he did not know, the student only explained that he was taken to school at 07.30, sometimes even 08.00 WIB.
2. Students do not wear uniforms to school, in this aspect almost all class V MI Muhammadiyah Kenteng students never wear school uniforms, this is due to the weak implementation of sanctions against students, because the school is worried and afraid of students moving to another school if sanctions are applied strict at school.
3. Before starting the lesson, the teacher does not condition the students to be ready to learn. Another contributing factor is that during learning activities, teachers only focus on guiding students who do not understand a lesson so that other students are neglected and the class atmosphere is less conducive.
4. Children's development is still in a transition period, initially children live at home without the rules provided by the school so they need time and opportunity to adjust to the discipline applied at school.

Based on the results of data analysis on the application of sanctions using the data centering formula of mean, median, mode, standard deviation and scoring, the results show a mean of 75.6, a median of 74.7, a mode of 74.7, a standard deviation of 120.4 and a very high Likert scale scoring with a total of 8 students, high with 19 students, low with 13 students and very low with 7 students. Meanwhile, the results of the analysis of student discipline data showed that the mean was 80, the median was 74.7, the mode was 74.7, the standard deviation was 12.001 and the Likert scale scoring was very high with the number of 11 students, high with 14 students, low with the number of 17 students, very low with the number 5 students. Based on the results of the prerequisite test calculations using the normality test with the Kolomogorof - Smirnov test formula, the researcher obtained a significant ASYMP sig value. (2-tailed) was 0.877, indicating that the residual value was normally distributed, and the homogeneity test which was tested using the researcher's Levene test formula obtained a significant value of 0.976, indicating that the data were homogeneous. Next, calculate the hypothesis test using the paired sample t-test formula. The results of the t table value show $t_{count} = 3.562 > t_{table} = 2.013$ so H_0 is rejected. Meanwhile, the significant value shows sig. (2-tailed) is $0.001 < 0.05$, then H_0 is rejected. This means that there are differences after implementing sanctions and student discipline at MI Muhammadiyah Kenteng Nogosari.

conclusion

Based on the results of data analysis and discussion of research results, the author can conclude as follows:

1. The score before the implementation of sanctions in class V MI Muhammadiyah for the 2023/2024 academic year shows student discipline with an average score of 61.1. With a Likert scale score, 8 students came late in the very high category, 19 students in the high category did not do their schoolwork and 13 students in the low category and 7 students in the very low category. Based on the results of calculations that have been carried out with scores in the Likert scale category, it shows that the learning outcomes before the application of sanctions were in the high category.
2. The scores after the implementation of sanctions in class V MI Muhammadiyah for the 2023/2024 academic year show the level of student discipline with an average score of 86.5 with a Likert scale category score of 11 students in the very high category, 14 students in the high category, 17 in the low category. students and very low

category 5 students. Based on the results of the Likert scale score calculation, it shows that student discipline after implementing sanctions is in the low category. 3. The effectiveness of implementing sanctions on students in class V MI Muhammadiyah for the 2023/2024 academic year, based on the results of data analysis using the paired sample t-test, it is known that the t table value shows $t_{count} = 135.992 > t_{table} = 2.032$, so H_0 is rejected and sig value. (2 tailed) is $0.001 < 0.05$. So, H_a is accepted and H_0 is rejected, there is a significant difference in the application of sanctions and discipline to MI Muhammadiyah students. In this research, determining category scores did not affect the effectiveness of the approach used, due to an increase in the average discipline of MI Muhammadiyah students.

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