



School Strategies in Shaping Student Discipline Character at Santi Witya Serong Lower School Pattani Thailand

Natasya Lina Tusafitriani^{1*}, Siti Fitriana², Venty³

¹Guidance and Counseling, Universitas PGRI Semarang, Indonesia
Email: linanatasyasaf@gmail.com,

²Guidance and Counseling, Universitas PGRI Semarang, Indonesia
Email: sitifitriana@upgris.ac.id,

³Guidance and Counseling, Universitas PGRI Semarang, Indonesia
Email: venty@upgris.ac.id

Article info

Article history:

Received: 20-01-2025

Revised: 28-02-2025

Accepted: 26-03-2025

Publish: 30-03-2025

DOI:

doi.org/10.31960/ijolec.v7i2.2950

Abstract. This study aims to determine the strategies set by Sekolah Rendah Santi Witya Serong School Pattani Thailand in forming students' disciplined character, as well as the obstacles and solutions faced in the process. The method used is descriptive qualitative with data collection through interviews with five informants, consisting of the vice principal, homeroom teacher, and three students, as well as direct observation in the school environment. The results of this study indicate that the school implements various strategies, such as routine spiritual, implementation of clear rules, giving educational warnings, and exemplary educators. However, the main challenge faced is the low awareness of students towards school rules and the lack of in-depth understanding of the applicable rules. As a solution, the school establishes close cooperation with parents of students through regular meetings and socialization regarding the importance of disciplined character. This study emphasizes that success in forming disciplined character does not only depend on the school's internal strategy, but also on the active involvement of parents of students. The uniqueness of this research is the emphasis on more intensive collaboration between schools and parents to overcome challenges in forming student discipline, as well as continuous evaluation of the strategies to be implemented to achieve more optimal results.

Keywords:

Disciplined Character;

Discipline Formation

Strategy;

Santi Witya Serong

Elementary School;

Character Education.

Corresponden author:

Natasya Lina Tusafitriani

Address: Jl. Lontar, Karangtempel, Semarang East District,
Semarang City, Central Java 50232

Email: linanatasyasaf@gmail.com



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INTRODUCTION

Character education, especially in

terms of discipline, is one of the main challenges faced by many schools around the world. Good discipline includes not only

compliance with rules, but also the development of attitudes and behaviors that reflect responsibility, diligence, and consistency in daily activities. However, although many schools have tried to instill the values of discipline, there are still differences in the way it is implemented and the results achieved. At Santi Wittyta Serong Lower School Pattani Thailand, the approach to education that combines religious values with discipline habituation shows interesting results.

Education has an important and fundamental role in producing quality children. Education is a human effort to foster personality in accordance with the values in society or as an effort to help students to develop and improve knowledge, skills, values, attitudes and behavior patterns that are useful for life (Ananda Muhamad Tri Utama, 2022). Furthermore, according to Rusman in (Susanti et al., 2020) Education can also provide provisions for humans to meet a brighter and more humane tomorrow. This research makes an important contribution to educational theory, especially in the context of developing disciplinary character in schools such as, the development of discipline theory, holistic character education models, and the role of religion in character education. In a narrow sense, education is primarily schooling, which is characterized as the educational practice of intentionally, purposefully, and systematically influencing the minds and bodies of learners in accordance with the needs of a particular society or class to develop them as the people they want to be. (Namanyane & Shaoan, 2021).

According to Darmadi in (Noviana & Rahman, 2021) Schools are educational institutions that have a major role in achieving the goals of education. In a school, there are rules or norms that have been established to regulate a person's personality and behavior. If a school has good discipline, it will certainly create good conditions, comfortable, peaceful and orderly. According to another opinion, the school environment is a unity of space within the scope of formal education that influences the formation of attitudes and the development of student potential (Rochmiyati et al., 2021). Furthermore, according to Rachman in (Fitriana et al., 2024) One of the factors

caused by the environment that affects discipline is disorder in the school environment.

Menurut Narwanti dalam (Pradana & Mahendra, 2020) Discipline is an attitude of obedience to all rules and regulations set by the school. Discipline can be interpreted as an action in accordance with the rules, norms, or regulations that apply in schools, organizations or communities. The importance of discipline itself is very useful for the development of children for the reason that they are getting used to doing their obligations properly (Dian et al., 2024). From the research (Apriyanti & Syahid, 2021) argues that, student discipline can be seen from students' obedience to rules (rules) related to learning hours at school including school entry and exit times, student compliance in dressing, student compliance in participating in school activities.

Disciplinary character is an important character in one's personal and social life that must be developed. According to Wuryandani et al (Sahabsari, 2022) The character value of discipline is to behave in a disciplined manner towards the rules that have been set everywhere, both in the family, school and community environment. Discipline is an action or attitude that shows that student behavior can be said to be orderly and follow various applicable rules so that this is obtained by students not only in the form of knowledge but already has skills and character. Meanwhile, instilling the value of discipline in elementary schools can be done in various ways through school activities such as school habituation activities. Habituation is an activity carried out to provide a relatively embedded character through a process that is carried out repeatedly so that it becomes a habituation activity (Rianti & Mustika, 2023).

There are several schools that still experience problems such as student indiscipline both from elementary school, middle school, and high school levels which can be said to be low discipline. As is the case at Santi Wittyta Serong Lower School Pattani Thailand, the school implements strategies and school regulations such as students leaving school must be on time, students must wear uniforms according to the rules that apply at school, the school also requires every morning to carry out dhuha prayers together and afternoon dhuhur prayers in congregation

in the school mosque. Thus, the school expects to help students to develop personal responsibility in following the rules that apply at school. The school's strategy in shaping students' disciplinary character is expected to help students understand the importance of responsibility for their actions and decisions, which will form a good mindset in their future lives.

With this context in mind, this study aims to explore the implementation of strategies at Santi Wittyta Serong Lower School Pattani, Thailand, and its contribution to the development of student discipline. This research is also expected to provide greater insight into the practice of culture and religion-based education, which can be used as a reference for other schools in improving student discipline holistically.

METHOD

The researcher used a descriptive method with a qualitative approach to explore in depth the experiences and strategies of student discipline formation. Informants were selected using purposive sampling technique based on their role and involvement in the implementation of discipline at school. The research data sources were taken from five informants through interviews, the five people consisted of the deputy principal, one homeroom teacher, and three students.

Purposive sampling is a non-random sampling method in which the researcher ensures illustrative quotes through the method of determining a special identity that matches the research objectives so that it is expected to respond to the research case(Lenaini, 2021)

The interviews were conducted with a semi-structured approach, which allowed flexibility in digging deeper information related to the informants' experiences and views on the strategies applied at school. To strengthen the research data, researchers also collected data by conducting observations in the school environment. Observations were conducted in a participatory manner, where researchers were directly involved in the daily activities of the school. In the observations made, there are certain indicators or aspects observed to evaluate the implementation of educational strategies, such as student behavior, teacher and student interactions, monitoring and supervision, responses to violations, and school environmental

conditions. In addition to interviews and observations, to strengthen the data, researchers capture all activities carried out such as conducting direct interviews with informants.

The analysis technique used by researchers in this study is the Miles and Huberman model (Kase et al., 2023) which consists of several stages, nwhich can be seen in Figure 1.

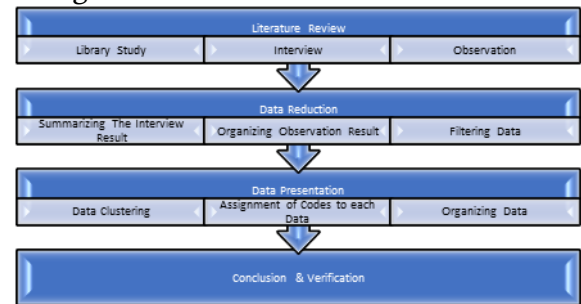


Figure 1. Analysis Technique

Figure 1. shows the flowchart of data analysis carried out in this study in stages (1) Data collection, generally researchers conduct a literature study first to verify and conduct initial proof that the problem to be studied really exists. Then next conduct interviews and observations to collect data in the field. Every process such as building a report card, interacting with subjects and informants carried out at the beginning of the research is a process of data collection; (2) Data reduction, which is the process of summarizing, selecting and sorting out all forms of data obtained in the field to be formed into writing that will be analyzed. The results of the recorded interviews conducted on the subject will be formed into verbatim and the results of the observations will be formed into observation tables; (3) Display data (presentation of data), after all the data obtained is arranged in the form of a script, the next step is to present the data to process the semi-finished data in the form of writing which has a clear theme flow, then it will be grouped and categorized into a more concrete form and ended by providing code. This coding process serves to enter and list each subject and informant statement in accordance with the theme and subcategory categories and provide certain codes from each statement given by the subject; (4) Drawing conclusions or verification, is the final stage in analyzing the Miles and Huberman model data. Conclusions lead to

research questions that have been asked before.

To ensure data validity, this research uses source triangulation by combining interviews, observations, and documentation. The data obtained from the various sources were then analyzed to see the suitability of one another. In addition, method triangulation is by comparing the results of interviews, observations, and documentation. If the data obtained from the three sources support each other, it can be said that the data collected is valid.

The nature of triangulation is a multi-method approach taken by a researcher when the researcher collects and analyzes data. The basic idea is that the phenomenon to be and has been researched can be interpreted and understood properly so that a higher level of truth can be obtained if viewed through approaches from various perspectives. Looking at a phenomenon from several perspectives will allow the level of truth obtained to be more reliable (Alfansyur & Mariyani, 2020)

Before starting coding, the researcher conducted a thorough reading of all data obtained from interviews, observations, and documentation to understand the context and look for emerging patterns of student discipline behavior. In the open coding stage, the researcher coded parts of the data that showed aspects related to student discipline, such as “acceptance of school rules”, or “reaction to rule violations”. The data reduction process was carried out by filtering out information that was not relevant to the issue of student discipline, such as information that was not related to the influence of school rules on student behavior. The filtered data was then focused on more specific themes. From the reduced data, the researcher identified the main themes related to student discipline, such as “the role of schools, teachers and parents in shaping disciplinary character”, and “the effectiveness of implementing school rules”. These themes became the focus of further analysis. After that, theme verification was carried out with the themes that had been identified with the original data. This process ensured that the emerging themes were in line with the original. with the experiences conveyed by the informants. According to Sugiyono in (Tanujaya, 2017), the results of a valid study

are when there is a similarity between the collected data and the actual data occurring in the object being studied.

a. School Strategies in Shaping Student Discipline Character at Santi Wittya Serong School Pattani Thailand

With habituation that is carried out regularly by the school. Based on the results of interviews with informant 1 as deputy principal, he said that “because the majority of students here are Muslim, we familiarize them with small things such as every morning always carrying out dhuha prayers in the prayer room in turn per class and must carry out dhuhur prayers in congregation in the school mosque. The goal is that students can form positive habits in their spiritual life since childhood. Furthermore, by carrying out dhuha prayers, it is hoped that the school will help students to manage their time well, so that they also learn to prioritize worship in the midst of activities, on the other hand it also teaches them about discipline in managing time.”

Furthermore, the same opinion from informant 2 as the 4th grade homeroom teacher, said that “Indeed, we instill the disciplinary character of students here starting from small things, before entering the class there is habituation of dhuha prayers first, after that before starting learning we make it a habit to read prayers and memorize short surahs. With prayer before starting learning shows that students prepare themselves to start activities seriously. Furthermore, praying before learning every day teaches students to have a consistent routine, because students' disciplinary character is formed by learning to do the same thing at the same time every day.”

This finding is in line with the results of research by Santosa in (Nurdiyanto et al., 2023), which states that to form a disciplined character, schools need to integrate religious values and positive habits. Santosa explained that strengthening discipline by starting spiritual practices, such as dhuha prayers, has a positive impact on students' attitudes and behavior.

While the interview results from informant 3, a grade 5 student, said that “yes, we usually carry out morning dhuha prayers together and do prayers before starting to learn”. Character education that is carried out

is a continuous process and never ending (neverending process), so as to obtain continuous quality improvement, which is shown in the formation of a future human being who is expected, and has the cultural values of the nation (Nurhadi, 2020). A person who has a disciplined character can manage time in himself well, and can comply with the rules or schedules that have been set.

Santi Wittyta Serong School Pattani Thailand also enforces rules of discipline that must be obeyed by all school residents such as leaving school on time not late, wearing school uniforms according to the rules, not leaving the school environment before learning hours end, and when eating in the canteen must be orderly not noisy. Actually, these things are very common in schools and very basic, but school rules can help create an organized and orderly atmosphere. With clear rules in place, students and teachers know what is expected of them, so that teaching and learning activities can run smoothly. Not only that, the rules that apply at school teach students to respect time, and undergo routines with discipline, this helps shape students' disciplinary character to become a more responsible and organized person in everyday life.

In general, school discipline can be interpreted as a bond or rule that must be obeyed by every school citizen where the teaching and learning process takes place. The implementation of school discipline will be able to run well if teachers, school officials and students have supported each other against the school discipline itself, the lack of support from students will result in less meaning of school discipline applied at school. School regulations in the form of school rules are a collection of rules that are made in writing and are binding in the school environment (Rochmiyati et al., 2021)

Furthermore, efforts to shape students' disciplinary character are giving reprimands and punishments. Based on the results of the interview with informant 1, the vice principal said that "here if there are students who violate or disobey the rules in school, they will be subject to punishment. The punishment here is intended to have a deterrent effect on students so that they do not repeat their mistakes. The punishment applied to students is not in the form of physical

punishment or severe punishment, but is given a warning and direction."

The results of interviews from informants 4 students in class 6/1 said that "usually if we violate the rules at school we are subject to sanctions, such as being reprimanded by the teacher. Examples of reprimands made are like memorizing short surahs in front of the class."

Meanwhile, the interview results from informant 5, a grade 6/2 student, said that "yes, I once forgot not to do my homework, and I got a punishment for memorizing short letters in front of the class".

Educational punishment is a punishment that makes the guilty party, in this case the student, realize that what has just happened should not be repeated because it is not approved by the teacher. The application of punishment must be seen as a form of accountability for actions that violate the limits set by the teacher (Hidayah, 2023)

To shape the disciplinary character of students at Santi Wittyta Serong School Pattani Thailand Low School also applies exemplary, according to the results of interviews with informant 1 as deputy principal he said "as deputy principal I as much as possible provide examples of good behavior to all citizens in school. For example, when I go to school, I always try to be earlier than other teachers, the hope is that it will motivate other teachers and students can emulate by coming to school early and not being late."

Furthermore, the results of the interview with informant 2 as the homeroom teacher 4, said that "Teachers are role models and provide good examples for their students. When setting a good example, I as a homeroom teacher must also comply with the rules or policies in school and model them to students. A small example is that I come to school on time, enter the classroom early, and also wear neat clothes according to the predetermined provisions."

The teacher as an educator is a role model for students and the environment. Therefore, as a teacher who is a role model must have a good personality, which includes responsibility, authority, independence, and discipline (Munawir et al., 2022). A teacher is a living example who is able to teach not only through words, but also from an action. A true teacher or educator is able to set an

example of perseverance, kindness, honesty and always tries to provide the best for the future of his students.

At Santi Wittya Serong Lower School Pattani Thailand, the application of this strategy is seen in the habit of students being actively involved in religious activities and social tasks that involve cooperation and collective responsibility. The relevance of the application of this strategy in the research context lies in how the approach not only improves discipline, but also shapes students' character holistically, which can be a model for other schools in their efforts to build discipline through education based on noble values.

This research will further examine how the successful implementation of these strategies in this school can contribute to the theory and practice of discipline education in other schools facing similar challenges.

The strategies implemented by Santi Wittya Serong Lower School Pattani Thailand, such as the application of value-based discipline and positive behavior reinforcement, are very effective in improving students' disciplinary character. This is in line with the opinion of Sprague & Golly in (Dahlia et al., 2019) stated that the intervention strategy to help overcome student discipline problems in schools is through a positive behavior support approach which is a comprehensive approach and is a preventive and curative effort to discipline, with the aim of reducing problem behavior in schools, classrooms, and individuals.

b. Obstacles Faced When Forming Student Discipline Character

To shape the disciplinary character of students at Santi Wittya Serong Lower School Pattani Thailand does not necessarily go well, but there are obstacles that must be faced including:

Low student awareness of the rules that apply in the school environment. Based on the results of interviews with informant 1 as the deputy principal said that "among all the rules of discipline that have been applied at school, not all students maintain and comply with these rules. For example, sometimes there are still students who wear school uniforms that are not in accordance with the schedule, and also students who are late for school."

From the results of the interview, informant 2 as the homeroom teacher also said that "as a homeroom teacher, I always try to teach habits and instill discipline characters to students. However, not all students here obey and maintain the existing discipline, one small example is that students do not do homework, sometimes also when learning begins there are still students who do not pay attention to the teacher who is teaching, but are busy playing and chatting by themselves."

According to Dianah et al in (Aswidar & Saragih, 2022) Discipline is the obedience to respect and coordination that obliges a person to obey a decision, order, and regulation that has been agreed upon or listed with other intentions, discipline is an attitude that is subject to rules and regulations that have been determined without intent and purpose.

Furthermore, as researchers have researched, there are other obstacles such as the lack of knowledge and awareness of students about school discipline. For example, when going to carry out the ceremony, there are still some students who do not immediately rush to the field. There are also many students who do not know the rules of order that have been applied at school. The lack of student knowledge about school rules can affect the effectiveness of the strategies applied, because students do not understand the rules clearly, so they tend to violate them without realizing it. Without sufficient understanding, they are less motivated to follow the rules, and the discipline strategies implemented can be ineffective, as students do not know why they have to follow the rules.

c. Solutions Implemented by the School in Overcoming Obstacles in Shaping Discipline Character at Santi Wittya Serong Lower School Pattani Thailand

Based on the results obtained by researchers in the field, there are still obstacles faced by schools in shaping students' disciplined character, so there must be solutions to overcome these obstacles as follows:

The existence of cooperation between the school and the students' parents. As stated by informant 1, the vice principal, in his interview, he said that "the school's strategy in shaping students' character does not only

require attention from the school or educators, but also the attention of the students' parents." So, the school collaborates with the parents to achieve the strategy of shaping the students' disciplined character. The cooperation carried out by the school with the parents is done by holding meetings related to student affairs and also directly calling the parents to the school. Similarly, when there is a violation of school regulations by a student, the school calls the relevant parents to discuss and resolve the issues or problems being faced. The hope is that the student's parents know how their child is progressing in school.

According to Imam Tabroni in (Listari et al., 2022) Collaboration between parents and teachers is carried out in their respective places, for example, teachers can provide education at school and the rest is done by parents in the home environment. Cooperation is very much needed to support the success of improving student discipline. Because cooperation can determine the improvement of student discipline. Parental involvement is a process of family engagement, in this case, the father and mother, which includes the attitudes, values, and practices carried out by parents in raising their children (Nopiyanti & Husin, 2021) that is in line with the research conducted by Ma, Shen, Krenn, Hu, Yuan in (Apriliyanti et al., 2021) which states that parental involvement affects children's learning outcomes.

In addition, this finding also emphasizes the importance of parental involvement in the process of character discipline formation. Parents are the best caregivers for their children, because with parental care, children will start to grow and develop. Therefore, parents should provide the best care for their children (Sirojuddin & Susanto, 2022). This opinion is in line with the research (Setiawan et al., 2024), which states that the family plays a crucial role in the process of children's growth and development, as the main socializer that has a significant impact through parenting, affection, spiritual education, and various opportunities it provides.

CONCLUSION AND SUGGESTIONS

This research shows that Santi Wittya Serong School Pattani Thailand,

in shaping the students' discipline character, can be concluded that the school has implemented various effective strategies in forming the students' discipline character. Through the routine practice of worship, prayers before starting lessons, the implementation of clear regulations, and the exemplary behavior demonstrated by teachers and the principal, this school has succeeded in creating an environment that supports the development of student discipline. However, there are still obstacles related to the low awareness of students towards the existing rules, such as tardiness and non-compliance with school regulations.

In this study, to enhance the effectiveness of character formation in discipline, it is recommended that schools focus more on a more specific approach to increasing students' awareness of the importance of discipline. One way that can be done is by providing more in-depth discipline education through more structured activities. In addition, parental involvement remains crucial, but it must be strengthened with regular counseling sessions so that they become more engaged in the process of instilling discipline in their children.

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