

Implementation of Disciplinary Character Education: A Comparative Study of Indonesia and New Zealand Primary Schools

Lulu Hanifah Muthmainah¹, Muhamad Taufik Hidayat^{2*}

^{1,2} Elementary School Teacher Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

Abstract

Purpose: This research compares disciplinary character education in Indonesian and New Zealand elementary schools.

Method: The method used in this research is descriptive qualitative with a literature review study design; the type of research is a comparative literature review. The data obtained from this research is secondary data. Data collection techniques use listening techniques and note-taking techniques. Data validity uses check and recheck methods, researcher validity, and source triangulation. The data analysis used is (1) data reduction, (2) data presentation, and (3) data conclusions.

Result: The results of this research show that, in implementing character education in elementary schools in Indonesia and New Zealand, there are several similarities in rules, punishments, and rewards. (1) The purpose of having rules in schools is to improve student discipline, (2) punishment for students who violate discipline in Indonesian and New Zealand schools both receive punishment, namely students are given a warning, request sorry, and getting extra assignments, (3) awards for students who have applied discipline in Indonesian and New Zealand elementary schools. Students get extra points and appreciation by saying "good or good." The differences in the implementation of disciplinary character education in elementary schools in Indonesia and New Zealand can be seen from the time habits, uniforms and learning attitudes.

Application: The novelty of this article is that it compares disciplinary character education in Indonesian and New Zealand elementary schools using the literature review study method.

Introduction Section

Discipline is one's awareness of following or obeying the rules, values, and laws that apply in the surrounding environment. Discipline is also a means of education that plays a role in changing and forming a personality by existing rules and values. According to [Musbikin, I \(2021\)](#), school discipline includes teaching or encouragement teachers give to students by teachers. The aim of applying discipline to students is so that students learn to become social creatures and achieve optimal growth and development. Some examples of discipline at school are arriving on time, not littering, doing your assignments well, not making noise, not going to school, showing permission from your parents or guardian, and listening to the teacher when explaining. Meanwhile, examples of discipline in environments outside of school include helping parents, going to bed and waking up on time, keeping the house clean, tidying up toys after playing, not disturbing the comfort of the surroundings, especially at night, obeying traffic signs, throwing rubbish in its place, walking around—left side, etc.

The character of discipline in everyday life is essential for a person. The importance of instilling a disciplined character is to make a person with sufficient morals and attitudes, be a person with good character, and have a sense of responsibility because discipline is the beginning of success. If someone has been taught discipline since childhood, when they grow up, they will be accustomed to being disciplined in any circumstances.

The purpose of the character of discipline is to educate someone to develop themselves to train children to regulate themselves and be responsible for themselves so that they become individuals who are not dependent and follow all existing rules. When they are disciplined, children can direct themselves without being influenced by other people. Discipline can also foster a sense of responsibility in children.

The phenomenon that can occur due to discipline, one of which is driving, in developing countries like Indonesia is still very worrying. Based on data in 2021 from the National Criminal Information Center of the Republic of Indonesia Police, there were 2.12 million traffic violations in Indonesia. In [Ridho, H \(2016\)](#), he explains a need for more traffic discipline among school teenagers. Many teenagers still need a driving license (SIM) because they are not old enough or need the money. Around 2.5% already have a driver's license, which shows that compliance with driving in Indonesia still needs to improve. Drivers with disciplined attitudes can be identified by their obedience while driving.

Several studies have been conducted on cultivating disciplined character education between Indonesia and New Zealand. First, [Pratiwi & Muhsin \(2018\)](#), research regarding the influence of school rules, family, and peer environment with a sample of 160 students aims to determine the partial relationship between school rules, family environment, and

peer environment. Second, [Rindawan et al., \(2020\)](#), regarding the influence of parents' parenting styles in forming children's disciplinary character, used descriptive research using a qualitative approach with a sample of 14 families to determine parents' parenting patterns toward children. Third, [Rosita et al., \(2022\)](#), regarding discipline and responsibility education in schools, with a sample of 33 grade 3 teachers and students, descriptive qualitative research type, which aims to analyze the content of the character values of discipline and responsibility in elementary schools. Fourth, [Umi Hanik et al., \(2021\)](#), regarding discipline character education to improve student learning, the samples of this research are students and teachers. This type of research uses descriptive quality to instill discipline in children and improve learning outcomes. Fifth, [Gael, M., Hennan, \(2007\)](#), regarding character education in New Zealand schools, research aims to build good children's character and instill fundamental behavioral values. The author focuses on discipline in children in New Zealand.

Based on the explanation, discipline education in Indonesia is still lacking and needs to be studied. Most research on discipline is only about the implementation of character education in general in Indonesia and New Zealand. Analysis comparing disciplinary character education from the two countries has yet to be carried out at the elementary school level. An educational study on the Program for International Student Assessment (PISA) revealed that Indonesia was ranked 19th with a percentage of 79%. According to the Global Peace Index survey results by [Octavilia, D \(2023\)](#), New Zealand ranked as the safest country in the world in 2022, partly due to the order and discipline of its population. This happens because Indonesian people still need to pay more attention to problems related to the field in Indonesia. The difference in the level of discipline in Indonesia and New Zealand is vital to discuss. This research compares discipline implementation in Indonesian and New Zealand elementary schools.

Literature Review

Essence

There are several opinions regarding the meaning of discipline. First, according to [Mini, R \(2011\)](#), discipline is cultivating behavior patterns by existing rules. Discipline in children can improve moral and mental quality, making children get used to doing things according to the rules and learning to be social creatures. Second, according to [Alfath, K \(2020\)](#), discipline is a condition formed through behavior patterns by applicable norms. Meanwhile, according to [Aulina, C \(2013\)](#), discipline is necessary for all children to shape human behavior; with discipline, children can behave according to what is expected and get rewards that are readily accepted in society. Meanwhile, according to [Hammarfelt, B \(2020\)](#), discipline is a method used to make someone avoid problems or as a means of following rules. Thus, discipline is an action that is expected in a conscious state to do something according to applicable rules and norms.

Elements of discipline

Discipline can teach students to behave well within the rules that apply in the social environment. Students are expected to have elements of discipline, as stated by several experts. According to [Alfath, K \(2020\)](#), it has three elements: (1) rules and regulations, (2) norms and values, and (3) punishment. Meanwhile, [Damaiwaty, R \(2014\)](#), has five elements in discipline, including (1) regulations, which are provisions that must be established to regulate a person's behavior; (2) positive and formal habits; (3) punishment, which is a form of loss that imposed on someone who makes a mistake, (4) rewards are a form of encouraging someone to actualize themselves, and (5) consistent. Meanwhile, according to [Sutirna, \(2021\)](#), it has four elements, including (1) regulations, namely established patterns for behavior; (2) punishment, meaning punishing someone for a mistake; (3) rewards, meaning each form of reward for a good result, and (4) consistent. From these explanations, the elements of discipline include rules, punishment, rewards, and consistency.

Types of discipline

According to [Musbikin, I \(2021\)](#), there are five types of discipline, namely (1) preventive discipline, an activity so that students follow the rules not because of coercion; (2) corrective discipline, an activity to deal with punishment and avoid further violations, (3) discipline progressive, an activity that provides severe punishment to students. Meanwhile, according to [Imron, A \(2023\)](#), discipline indicators are grouped into three types: (1) discipline based on authoritarian concepts; for example, when the teacher is explaining material, students sit quietly and pay attention; this is an example of students who have high discipline, (2) discipline based on permissiveness, meaning that teachers free students in class, school rules are relaxed and do not bind students too much, (3) discipline based on the concept of controlled freedom, meaning that teachers also give students the freedom to do anything, but students must remember with the consequences he bears. In contrast, [Anjar \(2015\)](#), states that there are four types of discipline: (1) time discipline, time is something that is easily highlighted for a student when entering school; (2) discipline in obeying the rules, which significantly influences a person's authority, (3) discipline in behavior, for example discipline not to be hasty and not be careless in acting, (4) discipline in worship, making a habit of worship to practice religious teachings, praying and fasting. From these explanations, the types of discipline can be grouped into four, namely, time discipline, discipline in obeying regulations, discipline in worship, and discipline in attitude.

Factors that influence discipline

According to [Septiarahmah & Hilmawan \(2021\)](#), three factors influence discipline, namely: (1) innateness, namely ways, traits, or actions from birth that influence daily behavior; (2) awareness, meaning things felt by a person's situation, (3) interest and motivation, when someone gets motivation he will have high enthusiasm to do something, (4) mindset, is very influential in carrying out a desire, if someone starts to think about the importance of discipline then he will do it. Meanwhile, [Perwira et al., \(2022\)](#), explained that there are two factors that influence discipline: (1) internal factors, factors originating from students and the family environment, and (2) external factors, factors originating from the school environment and community environment. [Minggi et al., \(2023\)](#), stated that two factors influence discipline: (1) intrinsic factors, namely factors originating from the students themselves, which are related to psychological factors, and (2) external factors, namely factors originating from outside students themselves, such as the family environment, community environment, and school environment. From these opinions, the factors that influence discipline are internal and external—internal factors, namely factors that come from within oneself. Meanwhile, external factors come from outside oneself, influencing disciplines, such as peer environment and society.

Theory

The Operant Conditioning theory, which involves the habituation of response behavior, was developed by Skinner as an extension of the stimulus-response theory. In the Operant Conditioning theory, Skinner expressed his thoughts, namely the existence of reinforcement, positive reinforcement (reward), and negative reinforcement (punishment). Positive reinforcement is a stimulus that can encourage a response. Meanwhile, negative reinforcement is a stimulus that encourages avoiding specific unsatisfying responses. According to Skinner's theory, pleasant consequences (rewards) strengthen behavior, while unpleasant consequences (punishment) weaken behavior. Thus, Skinner views reward or reinforcement as the most crucial element in learning. This means that when a child is given a prize or reward when he behaves, the child is enthusiastic to do it again.

Meanwhile, when a child is punished for carrying out undesirable behavior, the child will avoid or even not carry out that behavior. So, the view of learning from Skinner's theory is stimulus (teacher) and response (student). So, it can be understood that teachers play a vital role in student behavior because teachers control student learning activities themselves, and students also see the teacher's behavior ([Gilang, 2014](#)).

Instilling disciplinary values

According to [Ikbal et al., \(2023\)](#), ways to instill student discipline are (1) creating class rules, the role of teachers and students to work together and there is an agreement that those who violate will receive sanctions, (2) provide comfort when students can carry out assignments seriously, the teacher will give them a break, (3) make a picket schedule, this trains students to be disciplined with the responsibilities that have been given, (4) make clothing rules according to the schedule, this is a good idea to train students to dress neatly when to schools and the school also needs to provide understanding to parents, (5) religious values, familiarize students with performing midday prayers before going home, and encourage male students to bring caps, this will shape students' disciplined character in worship. Meanwhile, according to [Wulandari, S \(2023\)](#), instilling disciplinary behavior in the classroom includes (1) entering class on time, (2) washing hands before and after eating, (3) getting used to obeying the rules, (4) lining up neatly before entering class, (5) store shoes in their place. Meanwhile, according to [Habibi, A \(2018\)](#), a form of instilling discipline is that students who violate school rules will be punished, such as cleaning the classroom, sweeping the school yard, and cleaning the blackboard. From these explanations, it can be concluded that cultivating discipline consists of (1) making class rules, (2) making a class schedule, and (3) carrying out religious activities.

Method

Types and designs

This research uses a qualitative approach with a library research design; the research type used is a comparative literature review. This research focuses on instilling discipline in Indonesian and New Zealand elementary schools. The character value of discipline in this research is obeying rules and regulations. The cultivation of discipline in this research includes the importance of discipline, rules as a basis for behavior, punishment as a sanction for breaking the rules, awards as appreciation for obeying the rules, and being consistent with the rules that have been set.

Data and data sources

The data used in this research consists of searching secondary data sources, which include online scientific journal articles, website articles, and videos. Data search sources came from online scientific journal articles, website articles, and videos that discussed the value of the disciplinary character of Indonesia and New Zealand. The reason for choosing online

scientific journal articles as data sources is their accessibility and validity. Apart from that, researchers searched for data using website articles and videos to increase the reach of information.

Data collection technique

Data collection techniques in this research used listening techniques and note-taking techniques. In this research, data was obtained by searching the literature, underlining essential points according to what was to be researched, and transferring the data.

Literature search

The literature search on Google Scholar for this research used the keywords "instilling discipline in elementary schools," "discipline in New Zealand schools," and "discipline in New Zealand." Researchers take articles on Google Scholar because there are similarities in the points with what they want to research and the research methods used. In Google, researchers used the keywords "level of discipline in Indonesia," "discipline in New Zealand primary schools," "instillation of discipline in New Zealand," and "discipline in New Zealand." Meanwhile, researchers searched on YouTube using the keyword "discipline in New Zealand." The researcher took the video on YouTube because there was a direct experience from someone in the video, and it was by the research being studied.

Data sorting

The data sorting process was carried out carefully by repeatedly reading the literature search results with the help of online search engines like Google, Google Scholar, and websites. The researcher then sorted the data manually by the researcher with criteria that were in accordance with what he wanted to research, namely instilling disciplinary values with a qualitative approach using the literature review method. The criteria in question are in the form of instilling discipline in Indonesia and New Zealand.

Data validity

In testing the validity of the data, the author used (1) check and recheck techniques, (2) researcher validity, and (3) source triangulation by comparing data from various data sources such as online journal articles, Google articles, and YouTube videos.

Data analysis

In this research, the data analysis process carried out according to [Huberman, M \(1994\)](#), using an interactive data analysis method, revealed that activities in qualitative data analysis were carried out interactively and gradually continuously until completion. The activities carried out are data reduction, data presentation, and conclusion. Data reduction is the activity of summarizing, sorting, and underlining the elements that will be used as comparative results. The elements studied include the importance of discipline, rules as a basis for behavior, punishment as a sanction for breaking the rules, awards as appreciation for obeying the rules, and being consistent with the rules that have been set. Then, the researcher presented the data by grouping the findings into an Excel file. Meanwhile, conclusions and differences are drawn through tables, which will later be briefly described based on the comparative results.

Results and Discussion

The results of the disciplinary character education literature in Indonesia and New Zealand are shown in [Table 1](#).

Table 1. The results of the comparison of character education of disciplinary in Indonesia and New Zealand

The elements studied	Character education of disciplinary in Indonesia	Character education of disciplinary in New Zealand
Rules	<ol style="list-style-type: none"> 1) Presence student 2) Wear a neat uniform 3) Wear a belt and tie every Monday and Tuesday 4) Every Monday, the teacher continuously checks the students' hair and nails 5) Punctuality for entering class or school 6) Do not litter 7) Always do the work 8) Do not scribble on the school walls 	<ol style="list-style-type: none"> 1) Do not litter 2) Not fighting 3) Respect teachers 4) Do not bring sharp weapons to school 5) Not stealing
The elements studied	Character education of disciplinary in Indonesia	Character education of disciplinary in New Zealand

Punishment	Punishment in the form of sanctions 1) Get a warning or direction 2) Requested to sweep the classroom 3) Cleaning school bathrooms 4) Memorize and read short surahs and read Pancasila 5) Push-ups 6) Sign in front of the class 7) Students who do not do their assignments will usually be punished for re-doing their previous assignments and doing additional assignments.	Punishment in the form of sanctions 1) Assign additional homework 2) Apology 3) Detention 4) Picking up rubbish around the schoolyard 5) Push-ups 6) Run
Award	1) Give appreciation, raise your thumb, and say "good." 2) Get points or stars 3) Give gifts in the form of symbolic objects such as stationery	1) Give appreciation, raise your thumb, and say "good." 2) Give additional points
Consistent	1) Throw garbage in its place 2) Perform Duha prayers and obligatory prayers regularly and continuously	1) Students do not take home stationery and textbooks

Disciplined character education in Indonesian elementary schools

Regulations for implementing discipline in Indonesian elementary schools have several examples. First, according to [Noviana & Rahman \(2021\)](#), at Kinali 01 State Elementary School (SD), West Pasaman, the way to discipline students at school is to see that students wear neat uniforms, do not come to school late, not throw rubbish carelessly, do not scribble -paint on the school walls, and always attend the flag ceremony in an orderly manner. Second, according to [Wijaya \(2019\)](#), at SD Negeri 01 Sokaraja Tengah, Banyumas, students are disciplined, such as going to school not late, going to class on time, not throwing rubbish carelessly, wearing belts and ties every Monday and Tuesday. The teacher continuously checks the students' hair and nails every Monday. Third, according to [Fatimah & Darkam \(2022\)](#), at SD Negeri 2 Sembawa, Kuningan, carrying out dhuha prayers and noon prayers in congregation, arriving at school on time, always doing assignments well and on time is a way to discipline students. Fourth, according to [Firmansyah \(2013\)](#), at SD Negeri Sindudi 2, Sleman, to determine student discipline, it can be seen from student attendance, punctuality in coming to school, accuracy in wearing complete and neat uniforms, and activeness in following the learning material.

Punishment in implementing discipline in Indonesian elementary schools has several examples. First, according to [Noviana & Rahman \(2021\)](#), at SD Negeri 01 Kinali, West Pasaman, the punishment given to students is not in the form of physical punishment or severe punishment, but students are more often given warnings or directions. If violations occur, they are punished by asking students to memorize and recite short surahs and Pancasila. Second, according to [Wijaya \(2019\)](#), if students violate the rules, they will be subject to sanctions, namely by the way students work on specific questions, students are told to make clippings, and students are told to sweep the classroom and schoolyard. Third, according to [Shofwatul, B \(2016\)](#), the punishment given to class V students at SD Negeri Pujokusuman 1 Yogyakarta, Special Region of Yogyakarta, was by giving them ten push-ups and singing in front of the class. Fourth, according to [Firmansyah \(2013\)](#), the sanctions given to students when they violate the rules at SD Negeri Sindudi 2, Sleman is that students can do questions or assignments outside class or clean the school bathroom.

There are several examples of appreciation for implementing discipline in Indonesian elementary schools. First, according to [Shofwatul, B \(2016\)](#), when students are rewarded for obeying school rules, for example, students wearing clean and neat uniforms, the teacher will say "good or give a thumbs up" to the student. Second, according to [Noviana & Rahman \(2021\)](#), teachers usually give gifts in notebooks if students apply good discipline at school. Another example is when students submit assignments on time, they will be given additional points as a form of appreciation. This is a way to reward students who have obeyed school rules.

Consistency in implementing discipline at SD Negeri 2 Sembawa, Kuningan, namely by getting students into the habit of throwing away rubbish in the right place and performing Duha prayers and obligatory prayers regularly and continuously. By providing a spontaneous introduction to the rules for students who violate them. In spontaneous activities, teachers also provide advice and moral messages to students ([Fatimah & Darkam, 2022](#)).

Disciplined character education in New Zealand primary schools

The rules for implementing discipline in New Zealand primary schools have examples. According to [Youthlaw \(1989\)](#), New Zealand schools have rules for disciplining students by providing rules such as not being allowed to fight, skip school, disrespect teachers, litter, steal, bring sharp weapons to school, and disturb other students.

Punishment in implementing discipline in New Zealand primary schools has several examples. First, according to [The, K \(2004\)](#), teachers in New Zealand are not allowed to discipline students physically; they are not allowed to punish students by hitting, slapping, or using their hands or objects. Punishment can be done by giving students additional homework. Second, according to [Youthlaw \(1989\)](#), the punishment that students receive if they violate is that the student apologizes, the teacher gives detention, the student is asked to pick up rubbish around the schoolyard, and the teacher gives additional homework. Apart from that, some schools still use sports punishments such as push-ups and running to discipline students—rewards for implementing discipline in New Zealand primary schools. Students get rewards at school when they obey the rules. Usually, the teacher gives points.

Similarities and differences in disciplinary character education in Indonesian and New Zealand elementary schools

There are several similarities in the discipline in Indonesian and New Zealand primary schools regarding rules, punishments, rewards, and consistency. First, to form students' disciplined character, which is more or less the same between Indonesian and New Zealand elementary schools, namely by teaching students to throw away rubbish in the right place, always do their assignments well and on time, not steal, and not skip school. Second, the punishment for students who violate discipline in Indonesian and New Zealand schools is the same: warning students, apologizing, getting additional assignments, and being asked to sweep the classroom or pick up rubbish in the classroom or schoolyard. Third, awards for students who have applied discipline in Indonesian and New Zealand elementary schools; students get additional points and appreciation by raising a thumb and saying "good or good" to encourage students to do it again next time.

The difference in discipline between Indonesian and New Zealand elementary schools is in punctuality; in New Zealand elementary schools, it starts at nine in the morning and ends at fifteen in the afternoon, and students are allowed to come later or go home early without any sanctions. This differs from elementary schools in Indonesia; students in Indowhere Asia arrive on time before lessons start. If students are late for school without an unreasonable reason, some schools will provide sanctions or punishments for students who are late. Apart from that, when elementary school students in New Zealand go to school, they never carry heavy bags containing stationery and books; all stationery and textbooks are kept in the classroom. Students only bring personal equipment such as jackets, food, and drinks. On the other hand, in Indonesia, books and writing materials are not kept in the classroom, but students take home writing tools and textbooks.

Conclusion

In previous studies, there was still a need for discussion regarding disciplinary character education in Indonesia and New Zealand, so updates are needed. This research compares disciplinary character education in Indonesia and New Zealand based on predetermined elements. The findings of this research are significant for primary education as a contribution to improving the education system.

This research has several limitations. First, there needs to be more data sources regarding discipline character education in New Zealand elementary schools; researchers still use website articles and YouTube. Second, the validity of the website article's information discussing discipline in New Zealand schools still needs to be improved. Third, the language used in disciplinary character education research in New Zealand is only English. Future research on implementing disciplinary character education in Indonesian and New Zealand elementary schools should prioritize gathering valid information directly from each country and consider utilizing languages other than English.

This research has two suggestions. First, school principals and teachers must always guide students regarding discipline and be more firm in punishing students if they violate the rules, and the punishment is adjusted to the violation committed. Second, the Indonesian government should provide ample space for cultivating character education, especially discipline, through additional lesson hours to teach students about discipline character education in elementary schools.

Acknowledgement

The author would like to thank the Department of Primary School Teachers, Muhammadiyah University of Surakarta, for supporting this research smoothly.

Reference

- Alfath, K. (2020). Pendidikan karakter disiplin santri di pondok pesantren Al-Fatah Temboro [Discipline character education for santri at the Al-Fatah Temboro islamic boarding school]. *Al-Manar*, 9(1), 125–164. <https://doi.org/10.36668/jal.v9i1.136>
- Anjar. (2015). Macam-macam disiplin dalam kehidupan sehari-hari [Various types of discipline in everyday life]. *Wawasan Pendidikan*. <https://www.wawasanpendidikan.com/2015/12/macam-macam-disiplin-dalam-kehidupan-sehari-hari.html?m=1>
- Aulina, C. (2013). Penanaman disiplin pada anak usia dini [Instilling discipline in early age children]. *NUSRA: Jurnal Penelitian Dan Ilmu Pendidikan*, 3(1), 271–286. <https://doi.org/10.55681/nusra.v3i1.157>
- Damaiwati, R. (2014). Peranan Orangtua Dalam Menanamkan Disiplin Anak [The Role of Parents in Instilling Discipline in Children]. *Jurnal Handayani*, 2(1), 24–30. <https://doi.org/10.24114/jh.v2i1.1734>
- Fatimah & Darkam. (2022). Analisis pendidikan karakter disiplin kelas V SD Negeri 2 Sembawa [Analysis of class V disciplinary character education at SD Negeri 2 Sembawa]. *Jurnal Lensa Pendas*, 6(2), 9–18. <https://doi.org/10.33222/jlp.v6i2.1704>
- Firmansyah, O. (2013). Peran kepala sekolah dalam membentuk karakter disiplin pada siswa di SD N Sinduadi 2 [The role of the principal in forming disciplinary character in students at SD N Sinduadi 2].
- Gael, M., Hennen, K. P. (2007). Character education in New Zealand schools. 2007, *Interrelationships between Innovation and Market Orientation in SMEs, Management Research News, Vol. 30, No. 12, Pp. 878-891.*, 30(12), 878–891.
- Gilang. (2014). Teori pembelajaran skinner [Skinner's learning theory]. *Gramedia Asri*. <https://www.gramedia.com/literasi/teori-pembelajaran-skinner/>
- Habibi, A. (2018). Penanaman disiplin dengan memberi hukuman oleh wali kelas pada siswa di sekolah dasar negeri Tebat Karai Kabupaten Kepahiang [Instilling discipline by giving punishment by the class teacher to students at the Tebat Karai public elementary school, Kepahian]. 11.
- Hammarfelt, B. (2020). Discipline. *Isko*, 15(August), 1–13.
- Huberman, M. (1994). Studies of externally funded research and development projects in higher education: knowledge sources and transfers. *Creative Education*. [https://www.scirp.org/\(S\(i43dyn45teexjx455qlt3d2q\)\)/reference/ReferencesPapers.aspx?ReferenceID=1423956](https://www.scirp.org/(S(i43dyn45teexjx455qlt3d2q))/reference/ReferencesPapers.aspx?ReferenceID=1423956)
- Ikkal, M., Syarifah, R., & Mrtieni, S. (2023). Penanaman dan peningkatan nilai kedisiplinan di SD Pertiwi Makasar [Instilling and increasing the value of discipline at SD Pertiwi Makasar]. 1(2), 14–21.
- Imron, A. (2023). Manajemen peserta didik berbasis sekolah [School-based student management]. *Bumi Aksara*.
- Minggi, N., Pratiwi, I., & Bakharudin, A. (2023). Faktor-faktor yang mempengaruhi kedisiplinan belajar siswa kelas V SDN 1 Pelengkerep pada mata pelajaran PPKN [Factors that influence the learning discipline of class V students at SDN 1 Pelengkerep in PPKN subjects]. 09(September).
- Mini, R. (2011). Disiplin pada anak. In *Direktorat Pembinaan Pendidikan Anak Usia Dini Direktorat Jenderal Pendidikan Anak Usia Dini Nonformal dan Informal Kementerian Pendidikan Nasional*.
- Musbikin, I. (2021). Pendidikan karakter disiplin [Discipline character education]. *Nusa Media*.
- Noviana, R., & Rahman, R. (2021). Strategi sekolah dalam membentuk sikap disiplin peserta didik di SD Negeri 01 Kinali [School strategy in forming students' disciplinary attitudes at SD Negeri 01 Kinali]. *An-Nuha*, 1(3), 187–197. <https://doi.org/10.24036/annuha.v1i3.46>
- Octavilia, D. (2023). Negara Paling Damai di Tahun 2022 Menurut Global Peace Index [The Most Peaceful Country in 2022 According to the Global Peace Index]. *Litbang MPI*. <https://international.sindoneews.com/read/985941/45/negara-paling-damai-di-tahun-2022-menurut-global-peace-index-1672718505/10>
- Perwira, A., Fitriana, S., & Mujiyono. (2022). Faktor-faktor yang mempengaruhi kedisiplinan siswa di SMA Negeri 1 Brebes [Factors that influence student discipline at SMA Negeri 1 Brebes]. *Jurnal Pendidikan Dan Konseling*, 4, 1393–1396.
- Pratiwi, R. S., & Muhsin. (2018). Pengaruh tata tertib sekolah, lingkungan keluarga, lingkungan teman sebaya, dan minat belajar terhadap disiplin belajar [The influence of school rules, family environment, peer environment, and interest in learning on learning discipline]. *Economic Education Analysis Journal*, 7(2), 638–653.

- Ridho, H. (2016). Disiplin berlalu lntas pada remaja pengendara sepeda motor [Traffic discipline among teenage motorcycle riders]. *Universitas Muhammadiyah Surakarta*.
- Rindawan, I. K., Purana, I. M., & Kamilia Siham, F. (2020). Pengaruh pola asuh orang tua dalam pembentukan karakter disiplin pada anak dalam lingkungan keluarga [The influence of parenting patterns in forming disciplined character in children in a family]. *Jurnal Pacta Sunt Servanda*, 1(2), 53–63. <https://doi.org/10.23887/jpss.v1i2.361>
- Rosita, D., Sutisnawati, A., & Uswatun, D. A. (2022). Pendidikan karakter nilai disiplin dan tanggung jawab dalam pembelajaran tematik di sekolah dasar [Character education, values of discipline and responsibility in thematic learning in elementary schools]. *Jurnal Cakrawala Pendas*, 8(2), 449–456. <https://doi.org/10.31949/jcp.v8i2.2274>
- Septiarahmah & Hilmawan, M. (2021). Faktor-faktor internal yang mempengaruhi kedisiplinan : pembawaan, kesadaran, minat, dan motivasi, serta pola pikir [Internal factors that influence discipline: disposition, awareness, interest and motivation, as well as thought patterns]. *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 2(2). <https://doi.org/https://doi.org/10.38035/jmpis.v2i2>
- Shofwatul, B. A. (2016). Penerapan disiplin melalui budaya sekolah pada siswa kelas Va Sekolah Dasar Negeri Pujokusuman 1 Yogyakarta [Implementation of discipline through school culture in Class Va students of Pujokusuman 1 State Elementary School Yogyakarta]. *Jurnal Basic Education*, 5(1), 46–54.
- Sutirna. (2021). Pendidikan lingkungan sosial, budaya dan teknologi (PLSBT) [Social, cultural and technological environmental education (PLSBT)].
- The, K. (2004). Discipline. Diakses tanggal 25 Oktober 2023. <https://www.kiwifamilies.co.nz/articles/discipline/#>
- Umi, Hanik., Nur Hanifah, A., Istiqomah, N., Trisnawati, W., & Syifa, L. (2021). Penanaman nilai pendidikan karakter kedisiplinan dalam meningkatkan hasil belajar siswa sekolah dasar [Instilling disciplinary character education values in improving primary school student learning Outcomes]. *Civil Officium: Journal of Empirical Studies on Social Science*, 1(1), 14–19. <https://doi.org/10.53754/civilofficium.v1i1.252>
- Wijaya, M. (2019). Analisis pemberian peward dan punishment pada sikap disiplin Sekolah Dasar 01 Sokaraja Tengah [Analysis of giving rewards and punishments to disciplinary attitudes Elementary School 01 Sokaraja Tengah]. *Jurnal Education FKIP UNMA*, 53(9), 1689–1699.
- Wulandari, S. (2023). Penanaman guru dalam menanamkan kedisiplinan pada anak usia dini [Instilling teachers in instilling discipline in early childhood].
- Youthlaw. (1989). Behaviour & discipline. Diakses tanggal 18 Oktober 2023. <https://youthlaw.co.nz/rights/school/problems-at-school/behaviour-discipline/>