

The Character of Student Learning Discipline at MI Muhammadiyah Karanganyar

Faradila Arfina Putri^{1,*}, Muhroji¹

¹ Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

* Corresponding author: a520231038@student.ums.ac.id

Abstract

Purpose: This study aims to explore how the character of learning discipline is applied among students at MI Muhammadiyah Karanganyar and to identify the internal and external factors influencing its habituation as well as its impacts on student outcomes. Recognizing that disciplined learning habits are foundational for academic success yet often difficult for learners to maintain, the research investigates how discipline character is fostered across school, home, and tutoring environments.

Methodology: Employing a descriptive qualitative design, data were collected through in-depth interviews with students, teachers, and parents, alongside direct observations of classroom and study-support settings. To ensure validity, the study applied both source triangulation—drawing insights from multiple stakeholder perspectives—and technique triangulation, combining verbal reports with observed behaviors. Data analysis followed an interactive model of coding, categorization, and thematic synthesis before drawing conclusions based on converging evidence.

Results: The findings reveal that learning discipline is actively cultivated through structured class routines, consistent parental reinforcement at home, and guidance in tutoring sessions. Internally, students' self-motivation and sense of responsibility emerged as critical drivers of disciplined behavior, while externally, parental support and peer influences played reinforcing roles. Habitual discipline led to measurable improvements in students' time-management skills, increased accountability for tasks, and the creation of a more positive and focused learning environment.

Applications/Originality/Value: By demonstrating that effective character habituation requires coordinated efforts among schools, families, and broader community contexts, this study underscores the importance of a holistic approach to character education. Its insights can inform school policies, parent-engagement programs, and tutor-training initiatives aimed at embedding discipline habits in learners, thereby better preparing them to face both academic challenges and life's broader demands.

Introduction

The character of learning discipline is an important foundation for achieving success in an academic process. The character of study discipline is an important foundation for achieving success in an academic process. However, many students still face challenges in maintaining learning discipline. The level of discipline character applied in learning includes educational rules of life. A directed level of discipline will have an impact on students so as to create a highly disciplined character. Currently, the development of discipline character is also in the spotlight in academic education. The level of discipline is a value that stems from a mindset that can affect the discipline character of students, where in child growth according to (Pristiwanti et al., 2022) students with a strong and persistent mindset are better and easier to maintain the level of learning discipline character. A character in students will affect the process of child development and will be a picture in the form of student behavior. Children's character development will be built when there is an influence of disciplinary character applied in their environment. The form of disciplinary character development in P5 which includes the content of the Pancasila student profile that has been determined by the Ministry of Education and Culture which took place in 2020-2035.

The character of discipline, which can be defined as the ability to organize oneself in accordance with applicable norms, rules and levels, is one of the important cornerstones in the formation of individual character. Discipline is not only about compliance with rules set from outside, but also includes the ability to control oneself in various situations. (Larasati, 2017) A disciplined person is able to maintain consistency in their actions, even though they may face temptations or obstacles that interfere. In addition, the character of discipline reflects a commitment to long-term goals, where the individual consciously chooses to remain steadfast through the necessary process, even if it is sometimes strenuous and requires sacrifice. This creates a strong mentality, where success is no longer dependent on luck or chance, but rather the result of consistent and sustained effort. On the other hand, discipline refers to an individual's ability to think, act and make decisions in character, without relying excessively on others. Discipline does not mean refusing help or cooperation, but rather the ability to stand firmly on one's own decisions and responsibilities. Individuals with character

are able to manage their lives responsibly, dare to face risks, and can find solutions to problems faced without always asking for direction from other parties. Discipline is also closely related to self-confidence, where a person believes that he has the ability to achieve what he wants. The combination of these disciplinary characters will create a resilient and adaptive person, ready to face various challenges in life, both personally and professionally.

A strong disciplinary character encourages character building by helping individuals develop positive habits and the ability to manage themselves effectively (Suardin et al., 2023). Through discipline, an individual learns to obey rules, carry out responsibilities, and be consistent in achieving goals, which ultimately creates a solid foundation for action in daily life. With these skills, individuals become better equipped to face challenges and take initiative in situations that require quick decisions or actions without having to rely on others. Disciplinary character provides a strong character structure so that learners can cultivate self-confidence built through regularity and personal responsibility. Disciplinary character can be improved by increasing intrinsic motivation and a sense of self-responsibility. When a person is able to think and act responsibly, he/she does not only follow the rules because of external coercion, but also because of the inner drive to achieve the set goals. This sense of personal responsibility makes individuals more motivated to be disciplined in managing time, resources and efforts to achieve the desired results. Therefore, implementation designed to increase the level of discipline character indirectly also contributes to character development in the lives of learners. Learners with high discipline character can create individuals who are more resilient, productive, and ready to face various complex and challenging life situations.

One potential approach is the integration of discipline character levels into the formal education curriculum. This can be done through the development of programs that explicitly teach and practice self-management, goal-setting and problem-solving skills (Saputra et al., 2024). In addition, project-based and experiential learning methods can provide opportunities for learners to develop discipline in an authentic and meaningful context. (Endartingsih et al., 2023)

In the family environment, parental education and empowerment is key. Parenting programs that focus on techniques for positive discipline and character development can provide parents with the necessary tools and knowledge to support their children's character development. In a broader context, social campaigns and public policies that promote character-level discipline can help create a supportive social environment. (Rohana et al., 2022). This could include initiatives such as community mentoring programs, structured volunteering activities, or even the integration of this level into media campaigns and public entertainment. Technology can also be utilized as a tool to support disciplinary character development (Abuzar et al., 2024). Time management apps, character learning platforms, and digital productivity tools can be integrated into disciplinary character development strategies, keeping in mind the importance of balance and responsible use of technology.

Literature Review

In the context of education, the character of learning discipline is an important element that plays a role in creating a conducive learning environment and supporting the character building of students. (Mescher, 2017) According to Mescher, learning discipline character is a process in which individuals control themselves to follow the rules and norms that apply in the learning environment. This relates to self-management skills that contribute to the disciplinary character of learners, as expressed by (Purwaningsih & Herwin, 2020) which emphasizes the importance of discipline as a pillar of character building in the school environment.

The character of learning discipline can be improved through the implementation of effective learning. As stated by (Hadi, 2023), the implementation of collaborative-based and structured learning can increase the sense of individual responsibility and help students manage time well. In this case, the role of the teacher is very important as a facilitator who not only sets the rules, but also helps students achieve discipline through setting up a supportive learning environment. (Ormrond, 2011)

According to (Nurussholihah & Kusmajid Abdullah, 2022) which states that the social environment plays a major role in shaping the discipline and character of students, especially through interactions with peers that support the formation of a disciplined attitude. School policies and family support also play an important role in shaping students' learning discipline character. A study conducted by (KMI, 2015) shows that consistent school policies and support from parents can strengthen learners' positive behaviors, including disciplinary character. Such support enables students to develop the self-management skills necessary for success, both at school and in daily life.

This literature review shows that learning discipline character, effective learning practices, and other supporting factors such as family support and school policies, play an important role in developing students' discipline character. These findings provide a strong theoretical foundation for research that aims to identify the relationship between learning implementation and students' disciplinary character.

Method

This research uses descriptive qualitative research. Qualitative research in the form of taking data sources through observing and recording the phenomena that occur. Based on the data obtained, the researcher describes the phenomena

that occur as a result of taking the data source. (Rusandi & Muhammad Rusli, 2021). The research location was conducted at MI Muhammadiyah Karanganyar which is located in Karanganyar District, Karanganyar Regency, Central Java. The research implementation time was carried out in September 2024. This study took the object of research related to the application of the character of student learning discipline. The research subjects were the principal, class teachers, and students of MI Muhammadiyah Karanganyar. Data collection techniques were obtained from informant data collected through in-depth interviews and direct observation. Researchers analyzed documents related to school discipline policies. The data obtained was then tested for validity through source triangulation and technique triangulation so as to obtain results in the field in accordance with the researcher's data to be taken. Data analysis techniques taken by researchers using interactive techniques according to the category of data reduction, data presentation then conclusions can be drawn.

Results and Discussion

The character of student learning discipline is closely related to the formation of character in an individual. The application of the discipline character of students' learning can be done starting from school, home and public places in accordance with the habituation carried out. The importance of the discipline character of students' learning that is applied there are roles that exist in the lives of students so that the form of discipline character can be formed optimally. The research results contain:

1. The application of the character of learning discipline of students is carried out in the school environment, home and tutoring environment. The application carried out in the school environment includes the learning process by teachers and students in the classroom which has been arranged based on a schedule that has been made. The application carried out at home includes doing homework and a form of responsibility of students in doing tasks that have become their duties as students. The application carried out in the tutoring environment is a form of discipline character towards the social environment so as to create responsibility in students towards their duties.
2. Factors of student learning discipline character consisting of internal and external factors. Internal factors that come from oneself in the form of motivation and an attitude of responsibility that grows from awareness so that the character of discipline can be formed. External factors involving teachers and peers are in an environment with a positive atmosphere so that it can create the character of student learning discipline.
3. The impact of habituation of the character of learning discipline of students carried out in the school environment, home and tutoring environment. The impact of habituation in the school environment is that students are able to have high motivation in learning and responsibility in students' self-awareness. The impact of application in the home environment is that participants can manage their time so that the application of learning discipline characters at home can run. The impact of application in the tutoring environment can have a positive impact on the tutoring process followed by students.

Implementation of the Discipline Character of Learners

School Implementation

The learning process used by teachers to improve students' learning discipline reveals that the form of student involvement in the rules set in the classroom and school environment needs to be done. (Purwaningsih & Herwin, 2020). The learning climate that is created effectively by the teacher involves a lot of relationships between students so that in forming blinded interactions and decision making creates a positive learning climate. The applied application revealed that the form of rules and a collaborative learning climate can support the level of learning discipline of students.

The learning climate created by effective teachers involves a lot of relationships between learners so that in shaping the rules made and decision making creates a positive learning climate. The application revealed that the form of rules and collaborative learning climate can support the level of discipline of learners.

Classroom teachers have compiled a learning schedule before learning in one semester takes place. In that case, the class teacher or subject teacher compiles the curriculum in his classroom linking to increasing the level of discipline of students so that the shape of the character level of the discipline of students' learning is in line with the learning objectives that are compiled. (Iksan et al., 2021) A structured learning schedule compared to learning that is not arranged according to a schedule will have different results. As a teacher, you will schedule the learning material delivered to students so that it is coherent and in accordance with the daily needs of students.

Making rules formed by class teachers with students so that they can increase their sense of responsibility in accordance with the rules they have made themselves. The form of rules that are compiled with these students is one of the most effective applications used so that in the process of preparing class rules the class teacher can invite students to discuss how important the drafting of rules that are applied in the classroom according to during learning takes place and after learning takes place. The form of these rules is a form of disciplinary character of students who are made so that they can be obedient and more committed to learning. (Lestari & Harjono, 2021) Classroom teachers provide these rules with the hope that students can comply with their own rules and take responsibility for what they have made.

Collaborative learning is learning established by the classroom teacher where learners work in small groups so as to increase the level of individual responsibility is also effective in increasing the level of discipline character of learning. (Pokhrel, 2024). In the group each learner can have an individual role with the division of tasks the teacher gives the task in groups so that the task must be completed simultaneously so that the roles of each individual learner are needed in it. This form of collaborative learning, the class teacher considers that students can increase their sense of responsibility and cooperation so that students can manage time with other students simultaneously. With this, it can be assessed by the class teacher that students have good character in taking a role in the group task is also in line with the level of character discipline of students in completing the task. (Azhar & Wahyudi, 2024). In accordance with the factors that support the disciplinary character of peer support is very influential on positive affirmation on himself so that a form of good cooperation will be able to increase the level of disciplinary character of these students.

Home Application

The responsibility formed in the home environment so that it can improve the character of learning discipline it has in accordance with the responsibilities given by parents to their children. The form of responsibility given by students is one of the most effective applications used so as to form the maximum discipline character. The submission of responsibilities that need to be carried out by students must be agreed upon so that in carrying out these responsibilities a sense of discipline grows according to the responsibilities that have been set. (Indriani et al., 2023)

As parents who are teachers at home provide good examples or the main role models for children so that parents show an attitude of discipline also in the routine so that children will more easily imitate behaviors that support discipline. (Saripah, 2016). Parents who provide explanations to students regarding the application of discipline that must be carried out at home so that there is a connection between the behavior of students at home and at school. The expression of students that at home also has responsibilities that must be fulfilled and has a mentoring sheet that is supervised at school so that in the process of forming the character of learning discipline at home parents can be helped by the monitoring sheet. Parents provide a schedule for students regarding the learning schedule that must be done at home so that in the learning process that has been done by students at school can be repeated at home. This is what is called the character of learning discipline in the home environment so that there is a connection between the learning process at home and at school.

The application of the character of student learning discipline in the home environment can be given every day and there is no time off. In contrast to learning time at school which has time off. Learners reveal that learning time at home is more than learning time at school because during holidays students also have time for parents to study. The character of learning discipline carried out at home will provide a lot of learning for students so as to create children who have an attitude of responsibility.

Application in Tutoring Services

The application of the discipline character of learners in the guidance environment carried out by learners has an important role in the mentor of the existing tutoring. (Saadah et al., 2022) The discipline character applied in it includes making a learning schedule that will be repeated or studied in the tutoring class. Making a schedule that will be adjusted to the contents of students' learning carried out at school so that it can be in line with learning materials at school. Forms of discipline character that can be applied in tutoring services by providing a positive atmosphere and creating fun things in the learning process that takes place in the tutoring service class. (Abidin, 2015)

According to the expression of students, the form of discipline applied by mentors in tutoring services by giving work assignments to students then given work time with the time determined by the mentor. The application is carried out by the mentor after the delivery of the material so that the work has the aim that students can remember the learning material provided by the mentor. Time management or time management is the main point of the discipline character formed in the learning process that occurs in the tutoring environment followed by students.

Factors that Influence the Disciplinary Character of Learners

Internal Factors

The form of student discipline character that has been built is the result of factors revealing that the form of efforts to improve the discipline character of students needs a role that needs to accompany the child's life. There are two factors that influence the discipline character of learners (De Klerk & Rens, 2003). First, internal factors that have been formed into the character of learners. Internal factors include the form of learners' ability to control themselves so that character is formed in these learners and the motivation to learn in themselves so that they can encourage learners to have goals in school. And internal factors revealed that family support is very influential in the personality of students and the influence of a healthy environment as well as peers who support good behavior or character of students.

Regular class teachers reveal the factors that influence the shape of the character level of the discipline of learning students depending on the character of the students themselves where the motivation to learn on their own and awareness in self-control is very influential in the character level of the discipline of learning these students. The form of learning motivation that supports so that the level of students' conclusions is good can be seen from the form of collecting school assignments on time and then being able to follow school regulations accordingly. Then related to students' self-awareness also affects the level of discipline character of students seen from the learning process that takes place, students who have good awareness are seen actively participating in learning so that the results obtained are also the way with the discipline character.

The level of discipline character of students regulated through school regulations is good enough so that class teachers feel that these rules do not need to be added or reduced (Ningsih & Muhroji, 2022). The school rules with the results of students' awareness are very much in line so that students who do not follow the rules are not in line with their learning outcomes and vice versa, students who obey school rules also have educational results in accordance with their behavior or character. Regular class teachers reveal that the influence of peers is also influential in the learning process so that the character of the discipline character can be formed in accordance with the environment if many friends in the class do not do the assignment many students whose academic level is quite good make these mistakes. The class teacher's statement that the factors that influence the level of student learning discipline character are influenced by external and internal factors. Bilingual class teachers reveal that the form of the character level of student learning discipline in the program is more or less the same influencing factors, namely external and internal factors. Where external factors in this program according to the bilingual class teacher is very influential in the level of learning honesty with this bilingual program parents are promised a superior program so that the economic level of children or students in the class is middle to upper class.

External Factors

The form of external factors is that students with healthy family support can be seen that these students get more attention so that in themselves they have enough attention in their family environment. Conversely, students with families that are less healthy and these students do not get a positive influence in their families cause these students in the school environment to seek attention and influence the level of discipline character of students. The external influence of peers on the level of discipline character of students in the influence of friends is very important so that if students are in a disciplined friend's environment, they will become disciplined individuals and vice versa. The class teacher revealed that the influential internal factors, namely for learning motivation which is seen from the form of seriousness in doing the assignments given by the teacher and complying with applicable school rules, the form of awareness of students also affects the level of discipline character of students so that behavior or character is built from the form of discipline character it has (Thahir, 2018). The expression of the bilingual class teacher that there are rules that have been carried out by students with parents so that in the classroom or in the school environment students can provide good behavior so that the road with the level obtained is quite satisfactory.

Learners with good academic levels are in line with the level of good learning discipline character as well. Judging from the level obtained, the learner revealed that he was ranked one to three from the data taken by the researcher. The learner revealed that he was ranked one to three from various class levels. Learners reveal that their motivation to learn is quite large so that responsibility for tasks at school and understanding the material that needs to be done already includes a form of their learning discipline character (Pristiwanti et al., 2022).

Learners with good academic levels are in line with the level of their disciplinary character so that the factors that influence themselves are time management factors and environmental factors. The time management factor owned by students with good academics according to the expression of students that time management from waking up to going to bed again is arranged according to a coherent schedule so that the academic level at school and the character at home and at school can be balanced or in line. While environmental factors, namely positive family factors so that these students can receive good affirmation affirmations as well as good peer environmental factors so that they support the learning process at home and at school.

The Impact of Cultivating the Discipline Character of Learners

Habituation of Learners in the School Environment

Increasing the character of student learning discipline is in line with the learning process. The level of discipline character of students can increase or decrease according to the personality of the students themselves (Siburian & Seliyah, 2023). The learning process of students obtained is closely related to the form of student character, namely the character of discipline. The form of discipline character can be proven in the form of responsibility in time management.

Increasing the level of learning discipline character has an impact on the development of students' discipline character. Based on the expression of students, the character of student learning discipline can be seen through several

aspects of the form of responsibility for school assignments and the form of time management skills possessed (Saputra et al., 2024). Classroom teachers reveal that the form of responsibility possessed by students is very influential on the character of discipline. The class teacher also revealed that the form of responsibility is not only about doing assignments on time but also students can follow instructions from class teachers and subject teachers properly so that the scores obtained in the learning are good.

The class teacher revealed that students who have a high responsibility to do school assignments well have good discipline character results. In accordance with interviews with students who are considered to have a good academic level by the class teacher, the researcher concludes that the responsibility possessed by these students is considered quite good because students can ensure that the work they do has been completed which has been arranged on a scheduled basis in the book they have. The class group usually gives assignments that are tailored to the learning content that has been delivered but sometimes there is some material that students consider difficult. Then learners can be assessed from these problems how their problem solving skills can run so that the tasks that have been prepared can be completed properly and satisfactorily.

Habituation of Learners in the Home Environment

Habituation has a positive impact on daily life but from this habituation it can also have a positive impact in the future (Sari et al., 2020). In the home environment, students can cultivate their character, learning can form a positive character that is owned by the child himself where here again the house helps children to form strong characters such as responsibility and have rules in their life principles. Character formation has positive benefits where learning to obey rules and respect rules in a structure that exists both starting from the home of learners outside the home environment (Pustikasari, 2020).

Habituation of learning discipline characters at home can improve relationships with families where discipline can create a harmonious home atmosphere because each family member can understand their respective roles and responsibilities. This can reduce the potential for conflict due to irresponsible or disobedient behavior. With the habituation of the character of learning discipline, children can be accustomed to discipline at home has an impact in the future ready to face adult life such as working and managing finances so that they can easily adapt to the outside environment.

The impact of the application of this learning discipline character at home can increase self-confidence so that by understanding the responsibility of students to be able to complete school assignments with a sense of responsibility. The expression of MI Muhammadiyah Karanganyar students when they have completed the tasks well, the feeling of confidence is more present and they have more motivation to learn so that they can develop more later. Motivation that grows from itself which is influenced by the character of the learning discipline itself owned by it so that there is high motivation in starting to learn from an early age to design the future later.

Familiarization of Learners in the Tutoring Service Environment

Habituation of learning discipline characters carried out at school and at home will have an impact on the habituation of students in other environments (Melati Y.F. Pasaribu et al., 2024). One of the environments is tutoring services that are usually attended by students after school. The application of disciplined character in the tutoring service environment can also have an impact on the disciplined character of students so the mentor of the tutoring service also needs to take part in it. Learners can behave positively if their environment also has positive attitudes and traits. Learners can quickly absorb positive and negative influences in their environment so the mentor of the tutoring service takes an important role in it (Ahsanulhaq, 2019).

Learners with mentors who apply disciplined character in the learning process will create learners with good responsibility and good time management skills. Disciplinary character education is also needed in the learning process in the tutoring environment so that in the process the mentor also needs to provide explanations and applications related to the character of the learning discipline carried out in the service. Learners are able to manage time well and absorb the learning process carried out by mentors in student tutoring services.

Conclusion

Based on the data review conducted on the application and influence of the discipline character of students at MI Muhammadiyah Karanganyar, it is found that the character of learning discipline in the learning process of individual character development students.

1. Learning discipline character building can be effectively implemented through the school environment, home, and tutoring services. The implementation of rules that involve student participation, collaborative learning, and support from parents and peers contribute significantly to the formation of a highly disciplined character.
2. Internal factors, in the form of self-motivation and awareness of responsibility, and external factors, in the form of family support and peer environment, play an important role in shaping learners' disciplinary character. Habituation of disciplinary character in various environments not only increases responsibility and problem-solving skills but also creates a positive atmosphere that supports the development of learners' disciplinary character.

- The impact of discipline character habituation can be seen in an increased sense of responsibility and time management skills. Learners who have a strong disciplinary character are not only ready to face academic challenges but also able to provide a positive atmosphere in the surrounding environment.

References

- Abidin, Z. (2015). Layanan bimbingan belajar sebagai upaya peningkatan kualitas proses belajar-mengajar. *Ta'dib*, 18(2), 163. <https://doi.org/10.31958/jt.v18i2.288>
- Abuzar, M., Riazul, S. M., & E-sor, A. (2024). Strategies for forming student discipline in Islamic elementary schools Malaysia: A holistic approach in character education. *Solo Universal Journal of Islamic Education and Multiculturalism*, 2(3), 207–218.
- Ahsanulhaq, M. (2019). Membentuk karakter religius peserta didik melalui metode pembiasaan. *Jurnal Prakarsa Paedagogia*, 2(1). <https://doi.org/10.24176/jpp.v2i1.4312>
- Azhar, M., & Wahyudi, H. (2024). Motivasi belajar: Kunci pengembangan karakter dan keterampilan siswa. *Uluwwul Himmah Educational Research Journal*, 1(1), 1–15.
- De Klerk, J., & Rens, J. (2003). The role of values in school discipline. *Koers – Bulletin for Christian Scholarship*, 68(4), 353–371. <https://doi.org/10.4102/koers.v68i4.347>
- Endartingsih, A., Narimo, S., & Ali, M. (2023). Implementation of discipline character and student responsibilities through Hizbul Wathon extra-curricular. *Solo Universal Journal of Islamic Education and Multiculturalism*, 1(01), 42–49. <https://doi.org/10.61455/sujiem.v1i01.32>
- Indriani, N., Suryani, I., & Mukaromah, L. (2023). Implementasi Kurikulum Merdeka Belajar dalam pembentukan karakter disiplin peserta didik di sekolah dasar. *Khazanah Pendidikan*, 17(1), 242. <https://doi.org/10.30595/jkp.v17i1.16228>
- Iksan, Z. H., Mohamad Ariffin, R. 'Aqilah, & Syed Imam, S. S. J. (2021). Building human development through professional learning community. *Sains Insani*, 6(1), 105–112.
- KMI, L. K. (2015). *Psikologi pendidikan*. June.
- Larasati, E. D. (2017). Pendidikan karakter mandiri melalui kegiatan ekstrakurikuler Pramuka di sekolah dasar. *Jurnal Pendidikan Guru Sekolah Dasar*, 5(6), 381.
- Lestari, N., & Harjono, N. (2021). Pengembangan instrumen penilaian karakter PPK aspek kemandirian pembelajaran tematik terpadu siswa SD kelas 4. *MIMBAR PGSD Undiksha*, 9(1), 19. <https://doi.org/10.23887/jjpsgd.v9i1.33379>
- Melati Y. F. Pasaribu, Priscila E. Girsang, Lasma Hutagalung, & Damayanti Nababan. (2024). Tanggung jawab guru Pendidikan Agama Kristen dalam membentuk karakter siswa. *Jurnal Ilmiah Multidisiplin Ilmu*, 1(3), 1–7. <https://doi.org/10.69714/zxvdd388>
- Mescher, A. L. (2017). *Junqueira's basic histology text & atlas*. McGraw-Hill.
- Ningsih, M. J. O., & Muhroji, M. (2022). Peran kepala sekolah dalam meningkatkan kinerja guru kelas di sekolah dasar. *Jurnal Basicedu*, 6(3), 4382–4389. <https://doi.org/10.31004/basicedu.v6i3.2863>
- Ormron, J. E. (2011). *Psikologi pendidikan* (F. D. Dwata, Ed.; Issue October). CV HEI Publishing Indonesia.
- Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, R. S. (2022). Pendidikan anak sekolah dasar. *Jurnal Pendidikan dan Konseling (JPDK)*, 4(6), 1707–1715.
- Purwaningsih, A. Y., & Herwin, H. (2020). Pengaruh regulasi diri dan kedisiplinan terhadap kemandirian belajar siswa di sekolah dasar. *Jurnal Penelitian Ilmu Pendidikan*, 13(1), 22–30. <https://doi.org/10.21831/jpipfip.v13i1.29662>
- Pustikasari, A. W. (2020). Analisis dampak pembiasaan pagi hari terhadap karakter sopan santun di SDN Manisrejo. *Prosiding Konferensi Ilmiah Dasar*, 2, 264–276. <http://prosiding.unipma.ac.id/index.php/KID>
- Rohana, R., Siregar, S. Z., & Saida, S. (2022). Analisis pendidikan karakter, kerja keras, mandiri, dan toleransi siswa SD. *Civitas (Jurnal Pembelajaran dan Ilmu Civic)*, 8(1), 54–64. <https://doi.org/10.36987/civitas.v8i1.3541>
- Rusandi, & Muhammad Rusli. (2021). Merancang penelitian kualitatif dasar/deskriptif dan studi kasus. *Al-Ubudiyah: Jurnal Pendidikan dan Studi Islam*, 2(1), 48–60. <https://doi.org/10.55623/au.v2i1.18>
- Saadah, A. F., Swaradesy, R. G., & Prasetyo, D. (2022). Penguatan pendidikan karakter di “TAMSISKU” (perspektif filsafat pendidikan progresivisme). *Jurnal Eduscience*, 9(2), 482–492. <https://doi.org/10.36987/jes.v9i2.3022>
- Sari, P. P., Sumardi, & Mulyadi, S. (2020). Terhadap perkembangan emosional anak usia dini. *Jurnal PAUD Agapedia*, 4(1), 157–170.
- Saputra, D. T., Wulandari, M. D., & Darsinah, D. (2024). Penanaman karakter disiplin peserta didik melalui keteladanan guru di sekolah dasar. *Jurnal Basicedu*, 8(1), 99–109. <https://doi.org/10.31004/basicedu.v8i1.6838>
- Siburian, H. H., & Seliyah, S. (2023). Upaya membangun kedisiplinan belajar peserta didik. *Immanuel: Jurnal Teologi dan Pendidikan Kristen*, 4(2), 393–408. <https://doi.org/10.46305/im.v4i2.233>
- Suardin, S., Mulianti, W. O., & Sulisworo, D. (2023). Character education management of elementary school students. *International Journal of Learning Reformation in Elementary Education*, 2(01), 1–13. <https://doi.org/10.56741/ijlree.v2i01.140>
- Thahir, A. (2018). *Psikologi perkembangan*. Aura Publishing. <http://repository.radenintan.ac.id/10934/>