

# The Effect of Self-Control, Emotional Intelligence, and Parenting Style on Student Discipline in Learning Pancasila Education

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## Abstract

*Purpose:* This study aims to examine the effect of self-control on student discipline within the context of Pancasila Education at SMAN 1 Karangnongko. Furthermore, it seeks to assess the influence of emotional intelligence and parenting styles on student discipline within the same educational environment.

*Methodology:* This research employed a quantitative approach with a correlational research design. The sample consisted of 271 students from grades X and XI at SMAN 1 Karangnongko.

*Results:* The results indicate that self-control, emotional intelligence, and parenting styles have a significant impact on student discipline in Pancasila Education at SMAN 1 Karangnongko.

*Applications/Originality/Value:* This study contributes to the existing literature by elucidating the relationships among self-control, emotional intelligence, and parenting styles in relation to student discipline, providing a foundation for future research in this field.

## Introduction

A disciplined attitude is essential in supporting a school's successful realization of its vision and mission (Masruroh, 2012). Instilling discipline not only encourages students to adhere to school rules but also helps them achieve goals that align with the school's vision and mission. Discipline cultivates traits such as responsibility, consistency, and a strong focus on learning. High levels of discipline enhance learning outcomes, thereby improving educational quality and facilitating the achievement of educational objectives embedded within the school's vision and mission. Without discipline, achieving the school's vision and mission is challenging due to a lack of alignment in actions (Wijiash, 2017).

Discipline is defined as a commitment to orderliness and adherence to one's responsibilities (Pratiwi, 2020). It encompasses qualities such as honesty, obedience, loyalty, and respect for rules (Endriani, 2017). Discipline can be practiced by anyone wherever regulations exist. Within the school environment, discipline is a shared responsibility among all members, including the principal, teachers, students, parents, and other stakeholders engaged in educational activities. Responsibility for discipline is not limited to a single group but is distributed across all school members, forming a cohesive system that shapes students' discipline and moral character (Rahmadi & Dinda, 2022).

Students' discipline involves adhering to all school rules with responsibility (Utami, 2019). Instilling disciplinary attitudes in students is essential and requires consistent efforts through habituation, socialization, webinars, and other constructive programs. Discipline, in practice, must be enforced effectively and persistently to develop students who embody responsibility and uphold honesty. Additionally, this approach aims to foster a strong and resilient character in students, encouraging them to value time and adhere to established regulations. Ultimately, the goal of promoting discipline in schools is to instill in students a respect for and adherence to the rules that define school discipline (Bella et al., 2022).

The enforcement of discipline within schools plays a critical role in enhancing overall school quality. High levels of discipline contribute to school progress, supporting the execution of learning activities that align with the curriculum and thereby facilitating the achievement of educational objectives (Samsudin, 2020). Nevertheless, various disciplinary violations among students continue to occur, encompassing issues related to behavior, tidiness, and punctuality. For example, while students are expected to arrive by 7:00 AM for Teaching and Learning Activities (KBM), some arrive as late as 7:30 AM. Additional common violations include skipping classes, failing to attend flag ceremonies, and neglecting to wear the complete school uniform (Prasanti et al., 2021).

The decline in students' disciplinary values is influenced by various factors, including family, self, and society (Andrian, 2017). Self-control, in particular, is a key factor in shaping a person's disciplinary character. It refers to the

capacity to motivate, regulate, manage, and guide oneself toward actions that produce positive outcomes (Kusumawardhani et al., 2018). Effective self-control enables individuals to manage their egos effectively, while a lack of self-control may impede adherence to rules. Furthermore, insufficient self-control can lead individuals to engage in behaviors they should avoid, such as exhibiting poor discipline.

The relationship between self-control and student discipline is closely tied to the level of self-control each individual possesses (Anggraeni, 2023). Higher levels of self-control are linked to greater learning discipline, as feelings of laziness and procrastination often arise from inadequate self-control. Thus, increased procrastination may reflect a lack of self-control. Students with strong self-control remain focused on their goals (Widiantoro et al., 2017). As a result, students who possess high self-control are better able to resist distractions, fostering greater discipline in their academic pursuits.

Effective self-control enables individuals to be punctual and adhere to guidelines; for instance, students who arrive before the start of class demonstrate a commitment to time management. Such actions help students align their behavior with established rules, highlighting a positive relationship between self-control and learning discipline (Ahid, 2017). This suggests that students with strong self-control are generally more successful in maintaining school discipline they manage their time effectively, follow teacher instructions, demonstrate reliability, address conflicts constructively, and show a keen interest in learning.

Another personal factor influencing discipline is emotional intelligence. Unlike inherited traits, emotional intelligence can be developed through practice. When individuals manage their emotions effectively, they tend to exhibit better discipline, as they are more likely to approach challenges thoughtfully and build patience (Susanti & Rusman, 2021). Previous research has shown that emotional intelligence has a positive and significant relationship with students' learning discipline (Fachrurrozi et al., 2018).

Previous studies have demonstrated relationships between self-control, emotional intelligence, and parenting style with student discipline. However, limited research has explored the combined influence of these three variables on student discipline. To address this gap, this study aims to examine whether self-control, emotional intelligence, and parenting style jointly affect student discipline, specifically in the context of Pancasila and Citizenship Education (PPKn) at SMA Negeri 1 Karangnongko, Klaten.

The variables examined in this research are intrinsically linked to the Pancasila and Citizenship Education Subject (PPKn), as they encompass the values inherent in Pancasila. Self-control is particularly relevant to PPKn, especially regarding moral values, ethics, and social norms. Through these moral values, students are guided to behave in alignment with the principles of Pancasila, embodying qualities such as kindness, fairness, and concern for others (Ibda, 2012). The variable of emotional intelligence connects to PPKn in terms of character development, motivating students to actively engage in PPKn learning. With enhanced emotional intelligence, students are better equipped to confront challenges and manage their emotions, fostering a humane attitude that aligns with Pancasila values (Riandini et al., 2020).

Moreover, the relationship between parenting styles and PPKn underscores the significance of parental involvement in shaping students' attitudes, values, and behaviors, enabling them to better comprehend Pancasila values and increasing their enthusiasm for school (Dewi et al., 2020). Additionally, the variable of student discipline is directly associated with PPKn. High levels of discipline among students reflect the moral character associated with Pancasila, as the content related to Pancasila is integrated into PPKn education.

School rules and regulations are intricately linked to one of the core values of the Pancasila and Citizenship Education Subject (PPKn), particularly the concept of discipline. The objective of the PPKn subject is to cultivate the character of responsible citizens in accordance with Pancasila values (Sujana & Rahmanu, 2023). Pancasila and Citizenship Education plays a critical role in shaping student discipline. Through PPKn, students develop an understanding of their rights and responsibilities as both citizens and members of the school community, while also recognizing the rules they are expected to follow. Consequently, PPKn aims to reinforce the values of discipline among students (Murni et al., 2022).

The findings of this research provide valuable insights for schools, parents, and the community regarding the importance of disciplinary factors such as self-control, emotional intelligence, and parenting styles in relation to student discipline. Theoretically, this research enhances our understanding of the relationships among these factors and student discipline.

This study investigates the influence of self-control, emotional intelligence, and parenting styles on student discipline in Civics education at SMA Negeri 1 Karangnongko Klaten. In this context, the researchers express a strong interest in further exploring the topic titled, "The Effect of Self-Control, Emotional Intelligence, and Parenting Style on Student Discipline in Learning Pancasila Education". It is anticipated that the results of this research will serve as a valuable reference for related studies in the field.

## Method

This research used a quantitative approach with a correlational research design. The population in this study consisted of 831 students in class X and XI at SMAN 1 Karangnongko, Klaten. The sample was 271 students. Data collection was conducted using a Likert-type questionnaire with five answer choices: strongly agree, agree, neutral, disagree, and strongly disagree.

The validity and reliability tests were conducted on 56 respondents to ensure that the data demonstrated high validity and reliability, thereby strengthening the credibility of the research results. These tests were intended to determine whether each questionnaire item was effective in measuring the variables studied. The results of the instrument tests for the research variables were presented in Table 1 and Table 2.

**Table 1.** Validity test

Question Item	r count	r table	sig.	Decision
Y.1	0,699	0,254	0,000	Valid
Y.2	0,799	0,254	0,000	Valid
Y.3	0,727	0,254	0,000	Valid
Y.4	0,822	0,254	0,000	Valid
Y.5	0,766	0,254	0,000	Valid
X1.1	0,572	0,254	0,000	Valid
X1.2	0,275	0,254	0,040	Valid
X1.3	0,677	0,254	0,000	Valid
X1.4	0,733	0,254	0,000	Valid
X1.5	0,536	0,254	0,000	Valid
X1.6	0,664	0,254	0,000	Valid
X1.7	0,751	0,254	0,000	Valid
X1.8	0,305	0,254	0,022	Valid
X2.1	0,753	0,254	0,000	Valid
X2.2	0,790	0,254	0,000	Valid
X2.3	0,758	0,254	0,000	Valid
X2.4	0,793	0,254	0,000	Valid
X2.5	0,712	0,254	0,000	Valid
X3.1	0,740	0,254	0,000	Valid
X3.2	0,750	0,254	0,000	Valid
X3.3	0,620	0,254	0,000	Valid
X3.4	0,307	0,254	0,021	Valid
X3.5	0,650	0,254	0,000	Valid
X3.6	0,646	0,254	0,000	Valid

Source: Data processed by researchers, 2024

Based on Table 1, all question items had a calculated r-value greater than the r-table value (0.254) and a significance level (Sig.) of less than 0.05. Therefore, it was concluded that all question items for each variable were valid and could be used as research instruments.

**Table 2.** Reliability test

Variable	Cronbach's Alpha	Standard Alpha	Decision
Y (Student's Discipline)	0,815	0,60	Reliable
X <sub>1</sub> (Self-Control)	0,693	0,60	Reliable
X <sub>2</sub> (Emotional Intelligence)	0,827	0,60	Reliable
X <sub>3</sub> (Parenting Style)	0,678	0,60	Reliable

Source: Data processed by researchers, 2024

Based on table 2, all variables have Cronbach's Alpha values greater than 0.60. Thus, it can be concluded that variables X<sub>1</sub>, X<sub>2</sub>, X<sub>3</sub>, and Y are reliable.

### Prerequisite Analysis Test Result

Data analysis techniques were arranged systematically according to the study's require-ments. To facilitate analysis, the collected data were first tested for normality. In this study, the researchers used the Normality Test, Multicollinearity Test, and Heteroscedasticity Test. The following are the results of the tests conducted.

**Table 3.** Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		271
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	2,02292675
Most Extreme Differences	Absolute	,045

	Positive	,028
	Negative	-,045
Test Statistic		,045
Asymp. Sig. (2-tailed) <sup>c</sup>		,200 <sup>d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Source: Results of processing software IBM SPSS Version 26 for Windows

The normality test checks whether the data is normally distributed. The criterion is that if the significance (Sig.) value is greater than 0.05, the data is considered normally distributed; conversely, if the Sig. value is less than 0.05, the data is not normally distributed, table 3 shows a significance (Sig.) value of 0.200, which is greater than 0.05. Therefore, it can be concluded that the research data is normally distributed.

**Table 4.** Multicollinearity test results

Coefficients <sup>a</sup>		Collinearity Statistics	
Model		Tolerance	VIF
1	Self-Control	,578	1,729
	Emotional Intelligence	,595	1,682
	Parenting Style	,640	1,563

a. Dependent Variable: Discipline

Source: Results of processing software IBM SPSS Version 26 for Windows

Based on the table 4 of the multicollinearity test results, all variables have a Tolerance value greater than 0.10 and a VIF value less than 10. Therefore, it can be concluded that there is no multicollinearity problem in the regression model.

**Table 5.** Heteroscedasticity test results

Coefficients <sup>a</sup>		Unstandardized Coefficients		Standardized Coefficients			
Model		B	Std. Error	Beta	t	Sig.	
1	(Constant)	5,197	,638		8,147	,000	
	Self-Control	-,040	,024	-,128	-1,690	,092	
	Emotional Intelligence	-,076	,034	-,169	-2,266	,024	
	Parenting Style	-,035	,025	-,098	-1,365	,173	

a. Dependent Variable: ABS RES

Based on Table 5, the results of the heteroscedasticity test using the park test show that the self-control variable has a significance value (Sig.) of 0.092 (>0.05), the emotional intelligence variable has a Sig. value of 0.024 (>0.05), and the variable for the use of parenting patterns has a Sig. value of 0.173 (>0.05). Therefore, it can be concluded that heteroscedasticity does not occur in the regression model.

## Result and Discussion

The findings from the research and data processing were derived from questionnaire responses collected from 271 grade X and XI students at SMAN 1 Karangnongko, Klaten.

**Table 6.** Multiple Linear Regression Analysis Result

Coefficients <sup>a</sup>		Unstandardized Coefficients		Standardized Coefficients			
Model		B	Std. Error	Beta	t	Sig.	
1	(Constant)	3,466	1,066		3,250	,001	
	Self-Control	,326	,039	,461	8,280	,000	
	Emotional Intelligence	,217	,056	,212	3,868	,000	
	Parenting Style	,133	,043	,166	3,135	,002	

a. Dependent Variable: Discipline

Source: Results of processing software IBM SPSS Version 26 for Windows

Based on Table 6, the multiple linear regression equation is obtained as follows:  $Y = 3.466 + 0.320 X_1 + 0.217 X_2 + 0.133 X_3$ . It can be concluded that the constant value (a) is 3.466, which means that if the independent variables have a

value of 0, then the value of the dependent variable (student discipline) is 3.466. The regression coefficient for the Self-control variable is 0.326, which means that the self-control variable has a positive effect on discipline. For every 1% increase in the self-control variable, discipline increases by 0.326. Similarly, the regression coefficient for the emotional intelligence variable is 0.217, which means that emotional intelligence has a positive effect on discipline. For every 1% increase in the emotional intelligence variable, discipline increases by 0.217. Finally, the regression coefficient for the parenting style variable is 0.133, which shows that the use of parenting style has a positive effect on discipline, with every 1% increase in the use of Parenting style associated with an increase in discipline of 0.133.

**Table 7.** T-Test results

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3,466	1,066		3,250	,001
	Self-Control	,326	,039	,461	8,280	,000
	Emotional Intelligence	,217	,056	,212	3,868	,000
	Parenting Style	,133	,043	,166	3,135	,002

a. Dependent Variable: Discipline

Source: Results of processing software IBM SPSS Version 26 for Windows

Based on Table 7, the Self-control variable (X1) shows a t-value of 8.280, which is greater than the t-table value of 1.970, with a significance value of 0.000 (<0.05). Therefore, it can be concluded that there is an influence of self-control on discipline. The emotional intelligence variable (X2) shows a t-value of 3.868 (t-table 1.970) with a significance value of 0.000 (<0.05), indicating an influence of emotional intelligence on discipline. Similarly, the parenting style usage variable (X3) has a t-value of 3.135 (> t-table 1.970) with a significance value of 0.002 (<0.05), leading to the conclusion that parenting style usage has an influence on discipline

**Table 8.** F-Test Results

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1201,090	3	400,363	96,748	,000 <sup>b</sup>
	Residual	1104,903	267	4,138		
	Total	2305,993	270			

a. Dependent Variable: Discipline

b. Predictors: (Constant), Parenting style, Emotional Intelligence, Self-control

Source: Results of processing software IBM SPSS Version 26 for Windows

Based on Table 8, the calculated F value is 96.748, which is greater than the F-table value of 2.760, with a significance value (Sig.) of 0.000, which is less than 0.05. This indicates that the independent variables have a simultaneous effect on the dependent variable, demonstrating a combined influence of self-control, emotional intelligence, and parenting style usage on discipline.

**Table 9.** Determination coefficient test results

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	,722 <sup>a</sup>	,521	,515	2,03426	

a. Predictors: (Constant), X3, X2, X1

Source: Results of processing software IBM SPSS Version 26 for Windows

Based on Table 9, the coefficient of determination, as indicated by the Adjusted R Square, is 0.515 or 51.5%. This means that the Self-control, Emotional Intelligence, and Parenting style usage variables collectively explain 51.5% of the variance in discipline, while the remaining 48.5% is accounted for by other variables not included in this study.

### **The Effect of Self-control on Student Discipline**

The results of this study indicate that self-control has a significant effect on students' discipline. The simple linear regression analysis reveals the equation  $Y = 3.466 + 0.326X_1$ , indicating that higher self-control positively influences students' discipline. The hypothesis test demonstrates a positive and significant influence between self-control and students' discipline, with a t-value of 8.280 (greater than the t-table value of 1.970) and a significant value of 0.000 (less than 0.05). The results of this research align with research conducted by Febriani & Rini (2021), which states that there is a positive influence between self-control and discipline. Specifically, the growth and development of disciplined behavior occur more easily when a person's self-awareness emerges. Students who can control themselves are students who can follow the learning process in an orderly manner. According to Nofziger & Katherine (2018), they underline that there is a very significant relationship between self-control and learning discipline. Additionally, Gunawan (2017) states that the

relationship between self-control and discipline in students is accepted, meaning that discipline in students is influenced by a low level of self-control and a lack of adjustment to school regulations. By having good self-control, it becomes easier to create a disciplined attitude at school.

### ***The Effect of Emotional Intelligence on Student Discipline***

The results of this study indicate that emotional intelligence has a significant effect on students' discipline. The simple linear regression analysis reveals the equation  $Y = 3.466 + 0.217X_2$ , which indicates that higher levels of emotional intelligence correspond to a greater positive influence on students' discipline. The hypothesis test further demonstrates a positive and significant influence between emotional intelligence and students' discipline, with a t-value of 3.868 (greater than the t-table value of 1.970) and a significant value of 0.000 (less than 0.05).

This research aligns with research conducted by Lestari et al. (2022), which confirms that there is a significant influence between emotional intelligence and student discipline. Additionally, emotional intelligence plays a more important role in self-discipline when compared to authoritative parenting (Aitama & I, 2016). According to Darmayanti et al. (2021), they emphasize that there is a significant influence between emotional intelligence and learning discipline.

### ***The Effect of Parenting Style on Student Discipline***

The results of this study indicate that the use of parenting style has a significant effect on students' discipline. The simple linear regression analysis reveals the equation  $Y = 3.466 + 0.133X_3$ , indicating that increased parenting style usage correlates with a greater positive influence on student discipline. The hypothesis test further demonstrates a positive and significant effect between parenting style usage and student discipline, with a t-value of 3.135 (greater than the t-table value of 1.970) and a significant value of 0.002 (less than 0.05).

This research aligns with research conducted by Yana (2022), which states that parenting style has a clear relationship and influence on student learning discipline. In addition, there is a correlation between the parenting patterns of students' parents and students' learning discipline in elementary school (Puspitasari et al., 2018). According to Mutiara et al. (2022), they find that the types of parenting patterns applied by parents in a village are democratic and authoritarian parenting patterns. This varies and depends on the condition of the children, which shapes their discipline during the pandemic.

### ***The Effect of Self-Control, Emotional Intelligence, and Parenting Style on Student Discipline***

The results of the F-test analysis show a positive and significant influence among the variables of self-control, emotional intelligence, and parenting style usage on students' discipline. This is proven by the calculated F value of 96.748, which exceeds the F-table value of 2.760, with a significance value (Sig.) of 0.000, which is less than 0.05. Thus, it can be concluded that the independent variables have a simultaneous effect on the dependent variable. This indicates that self-control, emotional intelligence, and parenting style collectively influence students' discipline.

Furthermore, the analysis employs a coefficient of determination (R Square) of 0.515, indicating that the combined ability of the variables self-control, emotional intelligence, and parenting style usage to influence students is 51.5%. The remaining 48.5% is attributed to other variables not included in this research.

## **Conclusion**

This study shows that self-control, emotional intelligence, and parenting style significantly influence students' discipline. This indicates that the better the self-control of a person (student), the higher the intelligence in managing emotions, and the application of good parenting patterns, the higher the awareness of the student's disciplinary attitude. Although this study demonstrates a significant influence, future research could explore different variables and sample sizes to expand on these findings.

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