



Analysis Of Teacher Strategies to Improve Student Discipline In Grade IV Elementary School

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ABSTRACT

Discipline is an essential character value that should be developed from the elementary school level; however, related problems are still commonly found in schools. This study aims to examine teachers' strategies in improving and maintaining discipline among fourth-grade elementary school students. A qualitative descriptive approach was employed, involving teachers as primary participants and students as supporting participants selected through purposive sampling. Data were collected through observations, interviews, and document analysis and validated using triangulation techniques. The findings indicate that teachers promote discipline through role modeling, habituation, persuasive communication, rewards, educational punishment, and consistent adaptive rule enforcement. These strategies contribute to the development of student discipline and support a conducive classroom environment.

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1. INTRODUCTION

Primary education emphasizes the development of the students' character from the beginning. According to Undang-Undang Nomor 20 Tahun 2003, the goal of education is to increase learning capacity and develop social norms and ethics (Melati et al., 2021).

Discipline is broadly acknowledged as an essential value of character in primary education. It significantly contributes to forming students' sense of responsibility, self-regulation, and willingness to acquire knowledge. Research conducted earlier has indicated that students who practice discipline often exhibit greater academic involvement, adherence to regulations, and constructive social interactions within the educational setting. (Andria & Suriani, 2025).

In the context of elementary schools character development, teachers play an important role as an educator, mentor, and role model children. Teachers are not only responsible for delivering subject matter, but he also forms the attitude and behaviour of student through role model, routine discipline behaviour and education communication. The way teachers deliver discipline has huge impact on the success of internalisation of values in student. (Nikmatulaili et al., 2023).

Building discipline is a process that cannot be completed quickly or with a single strategy. A comprehensive and integrated approach is needed for long-lasting discipline, which includes interactive communication to raise students' awareness, positive reinforcement through rewards, educational punishment, habit development through school routines, and teacher role modeling. Additionally, to meet the needs of both individuals and groups, a consistent yet flexible strategy is required. (Zahra & Fathoni, 2024).

The methods employed by educators in this research extend beyond merely setting regulations and enforcing penalties; they also incorporate a range of techniques that resonate with the concepts of Assertive Discipline and Positive Discipline. Assertive Discipline highlights the significance of teachers being strict in establishing guidelines, maintaining uniformity in implementing repercussions, and clearly communicating behavior expectations for students. In contrast, Positive Discipline prioritizes influencing behavior through rewards, understanding dialogue, and fostering nurturing connections between teachers and their pupils. The combination of these two methods suggests that the strategies used by teachers are not simply about control; they also aim to help students cultivate self-awareness and accountability in sustaining orderly conduct.

In research on classroom management, Positive Discipline—a method that focuses on fostering ethical behavior in students and developing behavioral strategies through respectful interactions between educators and students—has been shown to improve students' emotional regulation and well-being in the learning context (Elkadi, 2023). On the other hand, Assertive Discipline emphasizes the firmness and consistency of teachers in enforcing classroom rules and establishing clear consequences for student behavior as key elements of a strategy to foster effective and safe discipline in the classroom. (Uli & Chan, 2024)

Discipline problems among elementary school students, however, remain frequently seen in practice. Numerous studies have evidenced that the students still

display such undisciplined behavior as coming to school late, being restless during the lessons, and breaking the school rules (Septirahmah & Hilmawan, 2021). The situation demonstrates that instilling discipline still encounters quite complex obstacles coming from the students themselves, external factors, the inconsistency of teachers in applying existing strategies, and the school's attitude (Pitaloka & Puspitasari, 2024).

Discipline problems of students in the 4th grade, who took part in the observation at SDN Ngaliyan 01, are still the main issues in the teaching and learning process. Some of the children involved in the observations had disciplinary issues, like talking while the teacher was explaining, being unorganized while learning, and still coming late to school. This problem certainly gets more complex with having two parallel classes (IV A IV D), so teacher is expected to design a strategy for discipline learning that is consistent, adaptive, and sustainable across all classes so that the goal of character education is achieved evenly. According to the author's observation, some studies have dealt with the discipline problem in students but mostly have emphasized either teacher's role or rewards/deterrents as separate approaches. In fact, the discipline problem should be solved with a more complex and not separated strategy that is synergy models of discipline which includes setting an example, habituation, communication, and reinforcement (reward and punishment) and consistency-adaptability (Zahra & Fathoni, 2024).

The limitation of studies that discuss teacher strategies comprehensively indicates the presence of a research gap and underscores the importance of this research. A thorough investigation into the use of strategies by teachers in the discipline of students at SDN Ngaliyan 01 is extremely helpful.

Numerous earlier investigations have looked into methods for enhancing student discipline within primary schools. For example, (Battuta et al., 2023) concentrated on managing the classroom via established rules and routines, (Vicky & Imron, 2024) examined the use of rewards and punishments to improve discipline, and (Gagaramusu et al., 2026) looked into various broad classroom management approaches. Nevertheless, these studies mainly focused on single techniques or broad management strategies, failing to incorporate the six specific methods that this research suggests.

In recent years (2023–2026), focus on methods of discipline in the classroom setting, such as the reward and punishment system or enforcing rules in the classroom. However, scarce research has explored the integration of multiple discipline strategies within a single coherent framework. Therefore, this study aims to fill this gap by proposing a synergistic model that integrates multiple discipline strategies to provide a more comprehensive approach to classroom discipline.

As a result, although earlier research has offered important perspectives on particular techniques for managing classrooms, studies that integrate these six techniques into a unified framework are still absent, especially when it comes to fourth-grade elementary students. This research aims to fill this void by exploring the overall implementation of educators' strategies at SDN Ngaliyan 01.

This research distinguishes itself from earlier studies by suggesting a combined framework that unifies various teaching methods to promote student discipline, instead of analyzing them separately.

2. METHODS

The study employed a descriptive method aimed at depicting a thorough understanding of the strategies employed by educators to improve and sustain discipline among fourth-grade pupils at SDN Ngaliyan 01 located in Semarang City. This study was conducted at SDN Ngaliyan 01, Semarang, during the 2025/2026 academic year. The primary rationale for selecting a qualitative framework for this research is its phenomenological aspect. The researcher served as the key instrument during the data collection process, focused on comprehending the phenomenon without generalizing the outcomes. The central participants of this investigation included four teachers from the fourth grade, whereas the students were considered supplementary participants. The research employed purposive sampling techniques (Sugiyono, 2022).

Alongside qualitative information, a survey was distributed to 105 fourth-grade pupils to provide additional backing for the qualitative results. Information was gathered through a survey given to 105 students. The survey assessed various factors, such as adherence to school regulations, timeliness, conduct in the classroom, and reactions to disciplinary measures employed by instructors. This survey utilized a binary response format (Yes/No) and comprised 52 questions, which included 24 items assessing students' behavior and responses concerning discipline, along with 28 items evaluating students' views on the educators' methods for promoting discipline. The instrument focused on various indicators, such as role modeling, habituation, persuasive dialogue, rewards, consequences, and a consistent-adaptive technique.

To gain more profound insights, semi-structured interviews were carried out with the four fourth-grade educators, guided by 35 questions designed to examine how these teachers put their strategies into practice within the classroom. Additionally, student interviews were conducted using 24 questions to gather information on their experiences and perceptions related to the disciplinary approaches of their teachers. Every interview was recorded in audio format and later transcribed to guarantee precise data evaluation. The transcription stage enabled the researcher to thoroughly examine the replies given by participants.

The questionnaire measured six main indicators: (1) role modeling, (2) habituation, (3) persuasive communication, (4) reward, (5) punishment, and (6) consistent-adaptive strategy. Each indicator was represented through several items reflecting students' behavioral responses and perceptions toward teacher strategies.

The data from the questionnaire were examined in a descriptive manner using percentages and were not meant for broad statistical inference. Thus, the numerical data acted as additional proof to deepen the comprehensive examination. Data were collected through observation, interviews, and document analysis. Triangulation was applied to ensure data validity. Data validity was ensured through source and method triangulation, as well as member checking to confirm the accuracy of the findings. The information collected underwent qualitative data analysis methods. Throughout the study, the data analysis was conducted through an interactive process involving data reduction, data

display, and conclusion drawing, following the steps of data reduction, data presentation, and making conclusions. This research focused on the types of strategies used by the educators, how these strategies were applied during the teaching and learning processes, and how students responded to the teachers' attempts at fostering discipline.

3. RESULTS AND DISCUSSION

This section presents the results of a qualitative research which explored the ways teachers used to improve the discipline of the 4th-grade students at SDN Ngaliyan 01. The research was conducted by interviewing four teachers and four students, as well as collecting questionnaires from 105 students as supporting data. The study showed that teachers applied a variety of discipline methods, including habituation, modeling, persuasive communication, reward, punishment, and consistent adaptive approach in the classroom continuously. The teacher's modeling that most influences the students' discipline is the one that has strictness in the areas of time, neatness, or daily behavior will be the one who has a large number of students to follow and their values of discipline to be sharpened. Then, modeling is not just a mere example but also a self-realization process in the life of the student (Saputra & Wulandari, 2024).

Furthermore, various challenges were recognized in the execution of disciplinary approaches, such as the varying behavioral histories of students, insufficient support from parents, and the lack of uniformity in how teachers enforce rules. These difficulties suggest that successful discipline not only hinges on the choice of strategies but also demands consistent application and cooperation among all parties involved.

Though time management is a hard skill to develop, it is one of the most sought-after soft skills at the same time, especially when it is applied in schools through various steps taken. For example, teachers can help their students to be more disciplined and to practice the "Seven Habits of Great Indonesian Kids" in daily school life by planting the idea of discipline through their conduct and teaching. Teachers will also provide students with good examples of when they come to class on time, thus being a role model for students to imitate in class. According to data given by 105 children, a lot of them showed quite a high level of modeling. On average, 95% of children already felt ready to learn and follow the rules in the classroom. The students' actions confirmed their being ready to learn, and they also practiced being punctual, disciplined, and courteous in communication in the classroom. This was evident when they said that they were ready to learn as soon as the teacher entered the classroom, they were already dressed smartly, their school supplies were complete, and they spoke politely to the teacher and their classmates. After that, students felt that the teacher was always a good example for students. Almost all the pupils, to be precise 98%, agreed perfectly that the IV-grade teacher in the primary school of Ngaliyan 01 had the following excellent conduct habits. For example, teachers usually arrive before the class starts, begin the class on time, use polite language, and show respect during instruction. Moreover, the teacher displays good behavior like not monopolizing communication with the students, listening to the students' complaints, and following the same rules as the students. For instance, being on time and keeping the classroom clean. The teacher demonstrates the importance of

being on time through discipline. Pupils do not just rely on the teachers' word but also observe the daily activities of the teachers (Saputra & Wulandari, 2024). The leadership of teachers has a direct impact on students' character formation. Discipline is a virtue that keeps getting reinforced since students are always encouraged to be disciplined.

Teachers, through their modeling and indirect influence, created the 5S (Smile, Greeting, Hellow, Courtesy, and Politeness) culture as a curriculum for the students and the resounding virtues in the classroom. Their influence was indirect through modeling by practicing dressing well, etiquette in everyday interactions, keeping the classroom clean, and giving examples of actions before giving persuasive advice. Besides that, teachers gave students recognition both verbally and nonverbally, by interacting equally with each student, using good language to convey messages, inviting students to greet the other students, and so on.



Figure 1. 5S Habits (Smile, Greet, Say Hello, Be Polite, and Courteous)

This study indicates that the example set by a teacher is not limited to mere implementation of regulations, but rather it is also manifested through the actions, social interactions, means of communication, and putting the moral values into practice. Similar findings strongly suggest that teachers who routinely apply the 5S culture (Smile, Greeting, Hellow, Courtesy, and Politeness) are the ones capable of gradually developing character. (Afifah et al., 2023) This study indicates that the continuous application of the 5S culture, a conducive classroom management, an educationally motivated disciplining, the sharing of duty of the keepers and the teaching by example from the teachers regarding speaking and the use of time by students are very influential to instill discipline and awareness from the very beginning and eventually create a continuous order culture in the school.



Figure 2. Time management in class

Timely attendance, as regulated by the classroom rules, is a big part of the educational process, and it trains students to be more disciplined. Punctuality is not only about being on time but also about finishing on time and being on time. (Dewi et al., 2022)



Figure 3. Class IV duty

The consistency of behavior exhibited by a teacher is very crucial in the discipline of students in the class. By showcasing patience and good emotional control, and still being patient with students of different character, all these things create a positive and very pleasant learning atmosphere. The teacher, however, goes on setting rules that are fair and consistent across the board without showing any favoritism in the class. Politeness on the part of teachers is also through non-verbal communication, such as displaying cheerful and non-angry facial expressions, being neat, and speaking politely by choosing soft words.

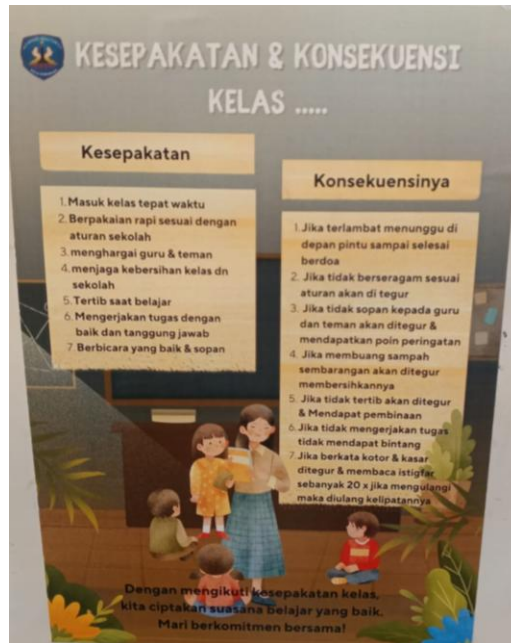


Figure 4. Class Agreement & Consequences

Teachers actively communicate with parents to establish a common parenting that applies discipline both at home and at school and report positive changes in students' behavior. Teachers' discipline of time is shown by the implementation of teaching and learning activities according to the schedule. The entire application of rules is done in a patient and educational way, so it does not create mental pressure on the students and encourages the development of self-discipline in the students through good classroom management and collaboration with the parents. (Ain et al., 2025)

Discipline was formed through consistent warnings in the WhatsApp group with the parents, which was done regularly so that the communication of important information was not left to the parents. Besides, the teachers always reminded the children every morning to go to school. Notifications of absences were communicated through the class WhatsApp group if no letter from the doctor was received. Once they arrived at school, the students did morning prayers, lined up and performed other routine activities like singing the Indonesian national anthem, exercising, character flag ceremony, and flag raising according to the school schedule. These activities were a very great practice of discipline.



Figure 5. Gathering in the field before the ceremony begins

Discipline habituation Starting to school on time before class hour set by SDN Ngaliyan 01 which is 07.00 WIB, then the school activities such as doing morning prayers together, forming queues orderly, singing the national anthem, doing exercises, doing character assembly, and doing flag ceremony, all these activities foster discipline and grow the value of time discipline among students. Research shows that the habits that are carried out according to school rules will have a positive impression on discipline works, such as being ready before the activity starts and students participating more actively.



Figure 6. Implementation of Dzuhur Prayer and Prayer Together

The routine and consistent activities play a crucial role in the formation of discipline of the fourth-grade students. Daily activities such as teachers checking attendance, praying together, religious events, and other activities are very important in creating a good learning atmosphere. (Sofia et al., 2023)

The role model of the teacher has a very big impact on the students' attitudes. The students' discipline, politeness and obedience to the rules have been made more visible. Survey reveals that 92% of the students claim that they have developed good habits like coming on time, going to lessons quietly, submitting their work on time, and

being active in the religious services at school. Moreover, nearly all the students, 98%, think that the teachers' role is of utmost importance for the students to develop good habits, such as a pleasant learning atmosphere, clear classroom rules, and even the prayer routine and joint Dhuhur worship. The educator's insight into the personalities and feelings of learners is essential for fostering discipline and constructive behavior. It allows educators to choose suitable instructional approaches, ways of communicating, and techniques for managing the classroom according to the psychological requirements of the students. The classroom transforms into a space that is more secure, inviting, and supportive of education. The students feel appreciated, and they find it easier to act and implant the positive character as much as possible. (Anwar et al., 2025)

Teacher–student interaction is tailored to align with the psychological growth and unique traits of students. The teacher gives lessons in a warm and cheerful manner but at the same time, he/she remains strict and mature so that the students feel emotionally safe. Personal approaches such as persuasive communication or giving advice directly without hurting one's feelings are much more effective than confronting ways. The teacher, as a role model, creates a more lively classroom atmosphere by singing the slogans, doing ice-breaking activities, and giving spiritual encouragement. These methods assist learners in managing their conduct without experiencing any stress. The classroom atmosphere is more conducive, Maintaining discipline makes the classroom more stimulating. Students feel more secure and at ease when teachers and students engage empathetically. The teacher is sensitive to students' feelings and reactions and succeeds in making them more motivated, active, and adaptable in the classroom. Communication in the classroom is taught to respect character differences, learning atmosphere, comfort, and to be free from fear. (Afifah & Utami, 2024).

Teachers at SDN Ngaliyan 01 in the fourth grade, for example, did not only apply a disciplinary approach but really taught through stories and analogies that were very close to the students' daily lives. For instance, they told stories in the class and there was a proverb “the fruit does not fall far from the tree” to indicate that discipline is a habit of daily life, both at home and at school, and the environment plays a significant role. The fourth-grade teacher has a key role to play in forming discipline in the fourth-grade class. The teacher is like a second parent who has the support of the class and thus is the major influencer in imparting the value of discipline to the pupils in the class. The teacher would frequently read out short stories that portray the importance of discipline so that the children become aware that discipline is an important asset for their future. When outside the class, literacy activities in the library also help to strengthen the value of discipline. Students are taught to obey the rules, maintain order, and be responsible for the facilities available. So, discipline is really applied at various aspects of school life.



Figure 7. Library Literacy

Previous research indicated that school activities could support pupils in comprehending rules and regulations more clearly (Wulandari et al., 2023). Another study revealed that discipline is connected with compliance with school regulations, such as being on time, regular in class (Hidayat et al., 2025), and it also boosts students' learning motivation (Khoirunnisa & Mujazi, 2023). The way teachers handle discipline and implement best practices in the context of the Free Curriculum are crucial elements in character building of the students (Wardani & Aliyyah, 2024).

Dialogical approach is selected by the teacher when encountering violations. The teacher communicates with the students and discusses the reason for their behavior and reminds them of the rules that have been agreed upon. The consequences are given to the students, but the way it is done remains friendly and human, does not degrade the students, and even less so, no bullying. There is no need to make students uncomfortable as the teacher conveys everything in a relaxed manner, sometimes using stories or reflections related to daily life. In this way, students are more aware that discipline is not only about rules but also about taking on responsibility, time management, self-learning, and self-control. (Wulandari et al., 2023).

Building a warm and trustful relationship with the students is the main key to bringing them to the values of discipline. For instance, a teacher who always keeps his promise of holding literacy activities or a test according to the agreement will automatically become a good example for the students because the teacher is doing what he/she has promised and on time. The role model and consistency of the teacher in applying rules really help the students to internalize the value of discipline, especially in the fourth grade of SDN Ngaliyan 01. (Wardani & Aliyyah, 2024).

The interview very much highlighted how important the reputation and consistency of teachers were in instilling discipline among students. The teacher here not only enacted the learning according to the plan but also applied a reflective and humane approach. The teacher wisely held the class agreement and eventually the students were obedient and respectful to the 4th-grade teacher. When explaining the rules, the teacher was not rigid. The teacher communicated as a friend to the students, but sometimes was strict to enforce the rule. The storytelling was the first media so that students would feel motivated, then there would be a question and answer session, a true-to-life story, or using visual media such as posters. This made the classroom environment comfortable but still orderly. According to the survey, 85% of students said they responded positively

to the teacher. Students said they were calm when getting sudden instructions, did not fear the teacher and considered him/her a friend in learning, and participated actively in the lesson. Moreover, 94% of the students were sure that the teacher's persuasion skills in communication were excellent. The students pointed out the personal approach, soft intonation, and easy-to-understand explanations of the rules as the factors.

In order to strengthen the discipline, teachers often give non-material rewards such as praise or verbal appreciation. Such things create positive reinforcement for the students, the students' motivation increases, and discipline is instilled through consistent real-life examples from the teachers. (Rezeki & Tantu, 2023) The teacher usually rewards the students who exhibit disciplined behaviors such as being on time, obeying rules, and taking responsibility in learning, for instance, verbally praising is the most common form of reward. This kind of praise is given regularly but still taking into account the character and situation of each student. The teacher is also careful not to appear biased, which is why all students have equal chances of receiving appreciation. In short, it is important that fairness and consistency in the timing of rewards are observed. This method is effective to motivate students from within and to create a continuous practice of discipline. (Wulandari et al., 2023)

Giving everyone a fair chance to get rewards is part of equity in education, and it directly affects a more positive classroom atmosphere. The teacher can see the students' progress in a broader way and then provide some constructive feedback. Thus, this method is more effective to cultivate students' self-esteem and sense of responsibility. The research findings suggest that non-material rewards combined with reflective feedback can actually boost students' discipline, confidence, and engagement in learning. (Rezeki & Tantu, 2023)

Rewards make students excited, especially about arriving on time, being neat, being responsible, and obeying rules. Students' survey showed that 73% found reward useful. Moreover, 89% were sure that teachers were always fair and consistent when giving rewards. With regard to punishment, teachers did not use violence. Teachers preferred to invite pupils to reflect or assigned academic tasks with limited time for completion. Interestingly, 95% of students obeyed teachers' directions, and 100% of the surveyed students agreed that the teacher gave the correction in a proper and still educational way. Thus, the study indicates the combination of rewards and punishments that are in the right proportions so as to develop discipline and motivation in students' learning. (Fitri & Ain, 2022)

The consistency in applying classroom rules was mainly through the teachers' reminders and the enjoyable atmosphere in the classroom. The teacher in the fourth grade of SDN Ngaliyan 01 always adapted her teaching to the character and psychological condition of the children. Personal communication, patience, and persuasive approaches were truly needed in the fourth-grade class. The teacher not only controlled the class but also helped students with their emotions so that the learning process became more effective. Clear and fair rules made students feel fair and happy, thus students were more active in learning, and discipline punishments were reduced. (Nurdian et al., 2025).

A more adaptable and successful psychological method to developing long-term discipline was made possible by the teacher's careful attention to the pupils' emotions. From the survey, 77% of the students in grade IV of SDN Ngaliyan 01 were rule-

obeying and felt comfortable learning. Not only that, 96% of the students also thought their teacher was always strict with the rules, friendly, sensitive, and able to adjust his/her teaching to the needs of the students and as a result everybody in the class felt safe and comfortable.

While a range of disciplinary techniques has been successfully utilized, this research also revealed numerous obstacles that educators encounter in sustaining student discipline. A primary obstacle is the variation in students' traits and emotional states. According to the insights from interviews, educators must attentively monitor students' everyday conduct and emotional well-being before offering support. For example, when students demonstrate emotional turbulence, teachers typically postpone providing advice until the students become more open to it. This shows that disciplinary techniques cannot be uniformly applied and must be modified to fit the unique needs of each student.

Another difficulty is upholding rule consistency while also implementing a compassionate and educational mindset. Educators must consistently enforce classroom regulations and apply consequences for rule-breaking incidents, ensuring that these consequences are instructional rather than merely punitive. Achieving this balance demands a substantial degree of patience, emotional regulation, and dedication from the educators.

Moreover, students do not uniformly react to disciplinary methods such as incentives and sanctions. Even though rewards like praise and encouragement are commonly utilized, some students may not exhibit considerable behavioral advancements. This situation necessitates that educators continuously assess and refine their approaches based on how students respond.

Moreover, establishing discipline via habituation and exemplifying role models involves its own set of difficulties, necessitating ongoing effort and time investment. Educators are required to reliably showcase disciplined actions—like being on time, maintaining organization, and conveying respect—while assisting students in absorbing these principles. This undertaking is complicated further by restricted teaching time and the necessity to oversee numerous classroom tasks at once.

The results suggest that applying discipline methods is an evolving and intricate procedure that demands flexibility, reliability, and emotional insight from educators.

4. CONCLUSION

The findings of the study and analysis, see the discipline of the IV grade students at SDN Ngaliyan 01 as not only the enforcement of rules. Teachers used a variety of strategies, including role modeling, habit development, persuasive communication, and the use of rewards and educational punishment, in addition to enforcing rules. The teacher tried to understand the nature and feelings of each student so the way of interacting with the student became more communicative. Teacher's example is very much important, because it shows students discipline of time, attitude, way of interacting, or even dressing. This indirectly teaching the students and making the discipline value deeply implanted in them. Besides, school routine, class agreement, and

regular time management are also factors that help in building a continuous discipline culture. Non-material rewards will be able to increase students motivation and good behavior if given fairly and consistently. At the same time punishments that are non-violent and yet educational cause the students to reflect and grow rather than feel oppressed. Teacher always tries to build good relationship with students through dialogues and understanding their backgrounds, so the classroom atmosphere becomes more conducive and discipline enforcement is effective. Discipline of the students is developed to the maximum when there is good classroom management, teacher as the role model, open and persuasive communication, and consistent but flexible rules. Support from the school and parents is also equally important for the establishment of a strong discipline culture.

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