



Analysis of grade Vb students' perception at SD Negeri Pondok Labu 02 Towards discipline behavior

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Abstract

This study aims to analyze the perceptions of fifth-grade students at SD Negeri Pondok Labu 02 towards their discipline behavior in daily school activities. A descriptive quantitative approach was employed using a survey method. Data were collected through a closed-ended Likert-scale questionnaire covering three main indicators: time management, learning behavior, and compliance with rules. The sampling technique used was saturated sampling, involving all 27 students in class VB as respondents. Data were analyzed using descriptive statistics. The findings show that most students perceived themselves as having demonstrated good discipline, particularly in punctuality, academic responsibility, and adherence to school regulations. However, a small portion of students still showed inconsistency, especially in independent study habits at home and consistent time management. These results suggest that discipline values have begun to internalize among students, although further reinforcement is necessary to promote stable behavioral patterns. Based on the findings, the study proposes several practical strategies for daily implementation, including routine verbal reinforcement by teachers before dismissal, home study schedules monitored jointly with parents, a classroom praise box to encourage positive behavior, and concise digital communication to involve parents in discipline-building efforts. This study highlights the importance of considering students' own perceptions as a foundational aspect in developing discipline as part of character education, rooted in internal awareness rather than merely external rule enforcement.

Keywords: Discipline; Perception; Students; Elementary School.

INTRODUCTION

Discipline is one of the main pillars in shaping student character at the elementary school level. Elementary education is not solely aimed at transferring knowledge but also at instilling moral and social values, including discipline, which forms the foundation for positive behavior in the future. Schools are expected to be environments that cultivate orderly behavior, rule compliance, and responsibility in fulfilling duties and obligations among students.

In the field of education, discipline is understood as an attitude and behavior that reflect students' obedience to the rules and regulations in the school environment. This attitude is not merely a formality but embodies the moral values that underlie compliance, order, and regularity in carrying

out daily responsibilities (Mamonto S et al., 2023). Well-established discipline creates a comfortable learning atmosphere, helps students stay focused, fosters mutual respect between teachers and peers, and reduces behaviors that are harmful to oneself or others.

True discipline does not arise from fear of punishment but from students' understanding and awareness of the importance of rules. Children tend to obey ethical standards when they have internalized the moral values embedded in the school and community environment (Lickona, 2022). In other words, they act not because they are being watched, but because they believe their behavior is right and in line with their values.

However, awareness of rules does not automatically translate into the ability to act

accordingly. Children need the ability to consciously manage their thoughts, emotions, and actions so that rules can be realized in actual behavior (Santrock, 2021). Internally-driven discipline demands self-control skills—delaying impulses, regulating emotions, and acting in harmony with long-term goals. This ability, known as self-regulation, is a key foundation for consistency in disciplined behavior. Self-regulation does not develop instantly; rather, it grows gradually alongside a child's development and requires ongoing support and guidance from a conducive learning environment.

Through the process of internalization and regulation, students learn to align their actions with personally-held values. When children feel a sense of control over their actions, feel competent in completing tasks, and feel connected to their social environment, school rules are no longer perceived as external burdens. Instead, these rules become part of their identity and intrinsic motivation. This highlights the importance of fulfilling basic psychological needs such as autonomy, competence, and social connectedness in developing strong discipline (Ryan & Deci, 2017).

However, the reality in schools shows that student discipline remains a significant challenge in many elementary schools. Various forms of disciplinary violations are frequently observed, including lateness, failure to complete assignments, and noncompliance with dress codes. Research by Chalista A et al. (2020) noted that several students arrived late to school, wore incomplete or untidy uniforms, did not pay attention during lessons, failed to bring books and supplies, did not complete assignments on time, and even used inappropriate language. Similarly, Nurfebrianti et al. (2022) found other violations such as not paying attention when the teacher was explaining, talking to peers during lessons, and disturbing

classmates. If left unaddressed, these behaviors may hinder the learning process, reduce the quality of social interactions, and weaken the school's role in character formation.

Therefore, there is a need for further examination of the approaches used to foster student discipline. To date, many studies have investigated discipline among elementary students, but most of them tend to focus on structural and external policy aspects, such as school regulations and reward-punishment systems imposed by teachers, without exploring in depth students' subjective perspectives of their disciplinary experiences. For example, the study by Putra et al. (2019), in the article *Peranan Tata Tertib Sekolah Dalam Membentuk Perilaku Kedisiplinan Siswa Di Sekolah Dasar Negeri 2 Sendangsari Kecamatan Batuwarno Kabupaten Wonogiri Tahun Pelajaran 2019/2020*, examined how principals and teachers implemented school rules and how these rules affected student discipline. Although students were subjects of the research, the primary focus was on the effectiveness of the rule systems and the challenges of implementation from the educators' and policy perspective.

Meanwhile, Wijaya et al. (2024), in the article *Analisis Pemberian Reward dan Punishment Pada Sikap Disiplin SD N 01 Sokaraja Tengah*, focused on teachers' strategies in shaping students' discipline through the use of rewards and punishments. The study showed that this strategy was quite effective in increasing student compliance with school rules. However, it did not explore how students internally interpret discipline or how they respond to the rules and punishments imposed on them.

Similarly, the study by Karlos et al. (2024), in the article *Analisis Kedisiplinan Belajar Pada Siswa Kelas V di Sekolah Dasar Negeri 06 Emang Bemban*, emphasized discipline

development through teacher role-modeling and control over students' physical attributes, such as uniforms and punctuality. Although students were interviewed, the focus remained on behavioral reinforcement through institutional approaches rather than reflective student perceptions of their own disciplinary behavior.

From the three studies above, it can be concluded that most research on discipline at the elementary level still treats students as objects of policy and regulation rather than as active subjects capable of reflecting on and interpreting their disciplinary behavior autonomously. In fact, students' perceptions of the disciplinary actions they undertake in daily school life can be an important indicator of the extent to which character development programs have been deeply internalized.

Therefore, this study aims to analyze the perceptions of Grade VB students at SD Negeri Pondok Labu 02 towards discipline behavior, using a questionnaire-based quantitative approach. This study offers a new contribution to research on student discipline in elementary schools by being the first to measure discipline based directly on the perceptions of Grade VB students themselves—not solely from the viewpoint of teachers or school policy. Thus, the findings of this study are expected to provide deeper and more authentic insight into the internalization of discipline values from the students' own perspective.

RESEARCH METHODS

This study employed a descriptive quantitative approach using a survey method. The research focused on a single variable, namely students' discipline behavior. The aim of the study was to examine elementary school students' perceptions towards the implementation of discipline behavior, as measured through a questionnaire. This approach was chosen to obtain numerical data

that reflect students' tendencies in practicing discipline as part of their character development. Data were collected by distributing questionnaires to students and analyzed using descriptive statistics to determine the frequency, mean, and percentage of student perceptions toward discipline indicators.

The study was conducted over a two-month period, from April to May 2025. The population consisted of all students in Class VB of SD Negeri Pondok Labu 02, totaling 27 students—14 male and 13 female—aged between 11 and 12 years. This research received formal approval from both the university and the school where the study was conducted. Student participation was voluntary, with assurance of confidentiality for all data and student identities. The sampling technique used was total sampling (saturated sampling), meaning the entire population was included as the research sample. The inclusion criteria were students who were active and regularly participated in school activities during the current semester. No exclusion criteria were applied, as all students met the requirements. The data collected were primary data, obtained directly through students' responses to the questionnaire.

Validity testing was carried out using the product-moment correlation formula by correlating each item score with the total score of respondents. An item was considered valid if the Pearson correlation coefficient (r_{count}) was greater than the critical value ($r_{\text{table}} = 0.381$ at a 5% significance level, $N = 27$).

Table 1
(Validity Test Results)

Statement	r_{count}	r_{table}	Information
1	0,622	0,381	Valid
2	-0,085	0,381	Invalid
3	0,300	0,381	Invalid
4	0,107	0,381	Invalid
5	0,393	0,381	Valid
6	0,279	0,381	Invalid
7	0,648	0,381	Valid
8	0,529	0,381	Invalid
9	0,412	0,381	Valid
10	0,529	0,381	Valid
11	0,401	0,381	Valid
12	0,482	0,381	Valid
13	0,744	0,381	Valid
14	0,221	0,381	Invalid
15	0,369	0,381	Invalid
16	0,237	0,381	Invalid
17	0,781	0,381	Valid
18	0,570	0,381	Valid
19	0,191	0,381	Invalid
20	0,345	0,381	Invalid
21	0,491	0,381	Valid
22	0,503	0,381	Valid
23	0,622	0,381	Valid
24	0,394	0,381	Valid
25	0,460	0,381	Valid
26	0,165	0,381	Invalid
27	-0,068	0,381	Invalid
28	0,248	0,381	Invalid
29	0,573	0,381	Valid
30	0,132	0,381	Invalid

Reliability testing was conducted using the Cronbach's Alpha formula to determine the internal consistency of the instrument. The test results showed a Cronbach's Alpha value of $\alpha = 0.82$, indicating that the instrument has a high level of reliability and can be considered dependable (criterion: $\alpha > 0.70$). All data analysis procedures were carried out using Microsoft Excel software.

The data analysis technique used in this study was descriptive statistics. The data were analyzed by calculating the frequency, mean, and percentage of student responses for each

discipline behavior indicator. The results were presented in tables to facilitate interpretation.

RESULTS AND DISCUSSION

Discipline is one of the fundamental aspects of the educational process that influences both the quality of learning and students' academic success. Discipline is not merely defined as compliance with rules, but also reflects individual responsibility, self-management skills, and consistency in engaging with the learning process. In line with the importance of discipline in education, several experts have proposed indicators that serve as benchmarks for assessing the level of student discipline, both within the school environment and at home.

One such expert is Tu'u (2004), who emphasized that learning discipline is closely related to students' self-management abilities. The indicators he proposed include: (1) managing time at home, (2) studying diligently and regularly, (3) maintaining focus during classroom learning, and (4) practicing self-orderliness while learning in class. According to Tu'u, a disciplined attitude is not only reflected in rule compliance but also in student independence and consistency in carrying out learning activities.

In addition, Moenir (2010) categorized discipline indicators into two main dimensions: time discipline and behavioral discipline. Time discipline includes: (a) punctuality in learning, including arriving and leaving school on time, as well as studying on schedule at home and school; (b) not leaving class or skipping lessons; and (c) completing assignments within the designated timeframe. Behavioral discipline consists of: (a) obeying and not violating the established rules, (b) not being lazy to study, (c) not asking others to do their work, (d) being honest, and (e) displaying positive behavior, such as not cheating, not causing disturbances, and not bothering peers during study time. Moenir's

perspective enriches the understanding that discipline is not merely about orderliness, but is also strongly associated with moral and ethical values in behavior.

A more contextual approach was presented by Arikunto (2013), who described discipline indicators based on three learning environments: in-class, outside the classroom, and at home. In the classroom context, the indicators include: (a) attendance (presence at school/class), (b) paying attention to the teacher during instruction (taking notes, focusing, reading textbooks), (c) completing tasks assigned by the teacher, and (d) bringing necessary learning materials (notebooks, stationery, textbooks). Outside the classroom, discipline is reflected in the use of free time or recess for learning activities (such as reading in the library, engaging in discussion, or asking classmates about difficult topics). At home, discipline is shown through: (a) having a study schedule, and (b) completing homework assigned by the teacher.

Based on these three perspectives, it can be concluded that learning discipline generally includes three core aspects: (1) discipline in time management, (2) discipline in learning behavior, and (3) discipline in compliance with rules. These components are interrelated and serve as a foundational framework for students in building positive character and improving the quality of their learning outcomes.

These three indicators served as the basis for the author in analyzing the perceptions of Grade VB students at SD Negeri Pondok Labu 02 towards discipline behavior. In this study, the author identified several key findings related to students' disciplinary behavior, including the following:

Discipline in Time Management

Discipline is one of the key aspects in shaping students' character, particularly in the area of time management. Effective time management not only contributes to academic

success but also helps develop a sense of responsibility and independence within students. This indicator consists of ten sub-indicators that reflect students' habits in optimizing their use of time, namely: (a) arriving at school on time, (b) completing assignments on schedule, (c) creating a daily study schedule, (d) studying at home according to a personal schedule, (e) using break time for positive activities, (f) not postponing homework or assignments, (g) prioritizing studying when there is work to be done, (h) not being late to class after recess, (i) organizing school assignments by priority, and (j) going straight home after school. These ten aspects serve as important indicators in assessing the extent to which students are able to manage their time in a disciplined manner in daily life.

Table 2
(Analysis of Discipline Indicators in Time Management)

No Item	Category	Frequency	Average Total Score	Percentage
2, 4, 8, 10, 13, 14, 23, 24, 25, 30.	Always (5)	95	475	47%
	Often (4)	69	276	28%
	Sometimes (3)	66	198	20%
	Rarely (2)	19	38	4%
	Never (1)	16	16	2%
Total		265	1003	100%
Maximum Score			1350	
Average Percentage			74%	
Criteria			Strong	

A total of 75% of students in class VB responded with "always" and "often" to behaviors such as going straight home after school, entering the classroom on time after recess, and arriving at school according to schedule. This trend reflects a high level of time management discipline, where students are able to prioritize important activities and

avoid procrastination—core components of effective time management (Covey, 2017). The ability to prioritize essential tasks over less productive activities demonstrates good self-regulation. Time discipline is not only about orderliness but also reflects responsibility and internal motivation to complete tasks and use study time effectively, as discipline stems from students' internal drive to be consistent rather than merely complying with formal rules (Sardiman, 2018).

However, about 25% of students have not yet shown consistent behavior, particularly in creating personal study schedules, using break time at school to read or discuss lessons, and avoiding procrastination with homework or school tasks. Responses of "sometimes" or "rarely" to these items indicate that such habits have not yet been fully formed. This phenomenon reinforces the view that the ability to self-regulate, particularly in managing time, is still developing at the elementary school level (Santrock, 2021). From a motivational perspective, this issue may also be related to the incomplete fulfillment of students' basic psychological needs—such as autonomy and competence—which are essential foundations for developing self-discipline (Ryan & Deci, 2017). Internal factors, such as the lack of personal routines, as well as external factors like a disorganized home environment, limited parental support, and the absence of a consistent learning culture, may also contribute to the inconsistency in time management discipline.

Discipline in Learning Behavior

Discipline in learning behavior is a crucial aspect in shaping students' positive attitudes and study habits. This indicator reflects the extent to which students are able to demonstrate responsibility, perseverance, and independence in the learning process, both inside the classroom and beyond school hours. There are eleven sub-indicators used to assess discipline in learning behavior, namely: (a) paying attention to the teacher during lessons, (b) taking notes on important points during instruction, (c) bringing

complete learning materials, (d) reading the material prior to lessons, (e) asking questions when something is unclear, (f) making an effort to understand the lesson before seeking help, (g) completing tasks independently, (h) being honest when completing assignments or exams, (i) not disturbing classmates during study time, (j) respecting teachers and peers when they are speaking, and (k) reviewing lessons at home. These eleven sub-indicators serve as benchmarks in assessing the extent to which students display learning discipline as part of character development and the achievement of optimal learning outcomes.

Table 3
(Analysis of Discipline Indicators in Learning Behavior)

No Item	Category	Frequency	Average Total Score	Percentage
1, 5,	Always (5)	102	510	46%
7, 9,	Often (4)	80	320	29%
11, 15,	Sometimes (3)	71	213	19%
17, 19,	Rarely (2)	27	54	5%
20, 22, 26.	Never (1)	12	12	1%
Total		292	1109	100%
Maximum Score			1485	
Average Percentage			75%	
Criteria			Strong	

A total of 75% of students in class VB demonstrated strong learning discipline. They tended to be active and responsible during the learning process, such as acting honestly when completing school assignments and exams, bringing complete learning equipment every day, and showing respect during interactions with teachers and peers. This behavior indicates a strong learning motivation, which serves as the foundation for the development of consistent study habits. In this context, Self-Determination Theory

explains that intrinsic motivation grows when individuals feel a sense of autonomy, competence, and social relatedness within their learning environment (Ryan & Deci, 2017). When students feel they have control over their learning activities, believe in their abilities, and experience positive relationships with those around them, they are more likely to exhibit consistent disciplined behavior. Environmental support plays a crucial role in strengthening these three basic needs. Santrock (2021) emphasizes that students who receive emotional support and adequate learning facilities—both at home and at school—tend to have higher self-confidence and more stable learning motivation. Warm interactions with teachers, parental guidance, and a conducive learning environment help reinforce students' sense of competence and social connection, thereby enhancing their internal motivation and learning discipline.

Conversely, around 22% of students have not yet developed sustainable study habits, especially in terms of reading books to prepare for lessons or reviewing material after class. Responses such as "sometimes" or "rarely" on these indicators reflect weak intrinsic motivation. This phenomenon can be explained through the concept of self-efficacy, which, according to Schunk et al. (2014), refers to an individual's belief in their ability to complete specific tasks. Students with low self-efficacy tend to be less disciplined and more likely to give up when facing challenges, as they doubt that their efforts will lead to positive outcomes. Therefore, the lack of consistency in learning among some students is likely influenced by low self-efficacy and insufficient environmental support in fulfilling the basic psychological needs that sustain learning motivation. This highlights the critical role of teachers and parents in creating a learning ecosystem that strengthens students' self-belief and fosters the growth of sustainable intrinsic motivation.

Discipline in Compliance with Rules

Discipline in compliance with rules is a crucial aspect in establishing an orderly, safe, and conducive school environment for

learning. This aspect reflects the extent to which students adhere to established rules and regulations, including dress code, attendance, and general conduct within the school setting. There are nine sub-indicators used to assess discipline in compliance with rules, namely: (a) wearing the appropriate school uniform and accessories in accordance with the rules, (b) attending class unless for urgent reasons, (c) requesting permission when absent, (d) not leaving the classroom without permission, (e) not bringing prohibited items, (f) maintaining school cleanliness, (g) not damaging school facilities, (h) following rules regarding the use of public facilities, and (i) avoiding serious violations such as smoking or fighting. These nine indicators serve as important measures of how well students uphold the values of discipline and responsibility as part of character building and the development of a positive school culture.

Table 4
(Analysis of Discipline Indicators in Compliance with Rules)

No Item	Category	Frequency	Average Total Score	Percentage
3, 6,	Always (5)	134	670	65%
12,	Often (4)	64	256	25%
16, 18,	Sometimes (3)	30	90	9%
21, 27,	Rarely (2)	8	16	2%
28, 29.	Never (1)	5	5	0%
Total		241	1037	100%
Maximum Score			1215	
Average Percentage			85%	
Criteria			Very strong	

Compliance with rules reflects the strongest aspect of discipline among class VB students, with approximately 90% giving positive responses to statements such as avoiding school violations, asking for permission when unable to attend, and wearing the complete school uniform

according to regulations. This indicates that discipline is not only applied formally but has also begun to internalize as part of students' personal awareness. This high level of compliance is likely the result of a combination of consistently enforced rules and teacher role modeling as key figures in the school environment.

Kohn (2006) emphasizes that genuine compliance develops within a supportive, not repressive, learning community. In this context, students understand the rationale behind the rules and feel respected, so their obedience stems from awareness rather than coercion. This view aligns with Lickona (2022), who asserts that authentic discipline emerges through the internalization of moral values. When students feel personally responsible for their behavior, compliance becomes part of their integrity—not merely formal obedience. Teacher modeling plays a crucial role in this process. Stronge (2018) states that teachers who consistently enforce rules and exhibit disciplined behavior serve as effective role models for students. Such modeling not only strengthens rule acceptance but also fosters a school culture that supports discipline. Furthermore, Mulyasa (2018) adds that structured character education management, through the implementation of clear and value-based rules, is a key foundation in developing student discipline. When rules become part of the school culture, students naturally and sustainably adapt to them.

However, around 10% of students have not yet demonstrated consistent compliance, such as in asking for permission before leaving the classroom. This inconsistency may be associated with an underdeveloped sense of internal responsibility (Lickona, 2022), weak emotional attachment to the school community (Kohn, 2006), lack of consistent teacher role modeling (Stronge, 2018), or the suboptimal implementation of character management within the school (Mulyasa, 2018). In addition, a lack of role modeling at home that supports disciplined habits may also contribute to students' overall weak compliance.

CONCLUSION

This study concludes that, based on students' perceptions, the discipline behavior of Grade VB students at SD Negeri Pondok Labu 02 falls into the "good" category. The majority of students reported practicing discipline in areas such as time management, learning behavior, and compliance with rules. These findings indicate that the values of discipline have begun to be internalized as part of students' personal awareness and sense of responsibility.

However, a small number of students have yet to demonstrate consistent behavior, particularly in establishing independent study habits at home and regular time management. This situation suggests the need for continuous efforts to reinforce discipline, through collaborative support between the school and families.

The findings of this study highlight the importance of incorporating students' perceptions as a basis for evaluating the success of character education, especially in the area of discipline. Accordingly, the approach used should not be merely instructional or rule-based, but should also be rooted in the internal awareness of students as active agents in their own character development.

Based on the research results, several practical recommendations can be applied in daily life:

1. **End-of-day reminders to reinforce discipline**

Teachers can provide brief, targeted reminders at the end of the learning session—for example, regarding homework that needs to be completed or the importance of maintaining a consistent study routine at home. This simple step is intended to foster students' daily awareness of their learning responsibilities.

2. **Collaborative home-based study planning**

Schools can distribute weekly study schedule sheets in a simple and engaging format. Parents are encouraged to accompany their children in marking completed study

activities each day, promoting joint participation in building disciplined habits.

3. Parental engagement through targeted communication

Teachers can send concise and informative messages to parents periodically, offering light guidance on fostering discipline at home. For example: *"This week, we are focusing on building learning discipline. We kindly ask parents to support their children in studying for 20–30 minutes each evening."*

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