

THE EFFECT OF PRINCIPAL MANAGERIAL SKILLS ON STUDENT DISCIPLINE: Analysis of Implementation Based on Management Stages

Tuti Syafrianti, Eka Sukmawati

Institut Agama Islam Tafaqquh Fiddin Dumai
Jalan Utama Karya No. 3 Bukit Batrem II, Kota Dumai, Riau
E-mail: tutisyafrianti82@gmail.com, ekasukmawati012@gmail.com

Abstract: There are many things that affect student discipline, one of which is the principal's managerial skills. Because disciplinary competence is not only the teacher's mandate, but especially the ability of the principal to do managerial. In this regard, this study aims to determine the influence of the principal's managerial skills on student discipline. The research method used is quantitative by using simple linear regression analysis which is used to obtain the value of the correlation coefficient and also the regression coefficient. The population in this study, the teachers of SMA Negeri 6 Pekanbaru totaling 70 people and the sample amounted to 60 people. From the calculation results of simple linear regression analysis, the regression equation is obtained, namely: $Y = -411 + 1.580X$, so it can be interpreted that one unit of student discipline score will affect the principal's management by 1.580 at a constant -411. From the results of the study it was concluded that there was an influence of the principal's management on student discipline. This is evidenced from the results of the regression analysis obtained $t_{count} = 15.092 > t_{table} = 1.684$ with $Sig (0.000) < \alpha (0.05)$. The results of this study have implications for the development of a principal's management model in improving student discipline.

Keywords: Principal Managerial, Student Discipline, Student Moral

Abstract: Terdapat banyak hal yang mempengaruhi kedisiplinan siswa, salah satunya keterampilan manajerial kepala sekolah. Sebab capaian kedisiplinan tidak hanya menjadi tugas guru, akan tetapi yang terutama kemampuan kepala sekolah melakukan manajerial. Berkenaan dengan itu penelitian ini bertujuan mengetahui pengaruh keterampilan manajerial kepala sekolah terhadap kedisiplinan siswa. Metode penelitian yang digunakan kuantitatif menggunakan analisis regresi linier sederhana untuk mendapatkan nilai koefisien korelasi dan juga koefisien regresi. Populasi penelitian ini, guru SMA Negeri 6 Pekanbaru berjumlah 70 orang dan sampel 60 orang. Dari hasil perhitungan analisis regresi linear sederhana diperoleh persamaan regresi yaitu: $Y = -411 + 1,580X$, sehingga dapat diartikan bahwa satu satuan skor disiplin siswa akan dipengaruhi manajemen kepala sekolah sebesar 1,580 pada konstanta -411. Dari hasil penelitian disimpulkan bahwa ada pengaruh manajemen kepala sekolah terhadap disiplin siswa. Hal ini dibuktikan dari hasil analisis regresi diperoleh $t_{hitung} = 15,092 > t_{tabel} = 1,684$ dengan $Sig (0,000) < \alpha (0,05)$. Hasil penelitian ini berimplikasi pada pengembangan model manajemen kepala sekolah dalam meningkatkan kedisiplinan siswa.

Kata Kunci: Manajerial Kepala Sekolah, Disiplin Siswa, Moral Siswa

INTRODUCTION

School is an institution that is complex and unique. It is complex because the school as an organization contains various dimensions which are interrelated and mutually determine each other. While the unique nature shows that the school as an organization has certain characteristics that are not shared by other organizations. The characteristics that place the school have its own character, where the teaching and learning process occurs, where the acculturation of human life takes place. Because of its complex and unique nature, schools as an organization require a high level of coordination. School success is the success of the principal as a leader. Principals are successful when they understand the existence of the school as a complex and unique organization, and are able to carry out the role of the principal as someone who is given responsibility for leading the school. Studies of the success of school principals show that the principal is someone who determines the center point and rhythm of a school. (Fauzi, 2021)

Leadership as a management function is very important to achieve organizational goals. With very heavy leadership as if forced to face various factors such as structure or order, coalitions, power and environmental conditions of the organization. On the other hand, leadership feels like it can easily become a tool for extraordinary solutions to any problems that are

befalling an organization. The role as a leader reflects the responsibility of the school principal to mobilize all available resources in the school, so that a work ethic and high productivity are born in achieving goals. (Faizah, 2019)

Improving the quality of education in schools needs to be supported by the managerial abilities of school principals, schools need to progress from year to year, therefore good relations between teachers need to be created so that a conducive and pleasant working climate and atmosphere is established. Likewise, the arrangement of physical appearance and school management needs to be fostered so that schools become an educational environment that can foster students' creativity, discipline and enthusiasm for learning. (Ayatullah, 2020)

One of the principal's roles in school-based management is that of a manager, as a manager in essence that is carrying out the process of planning, organizing, implementing, leading and controlling the efforts of members of the organization and utilizing all organizational resources in order to achieve the goals set. In order to carry out its function as a manager, the principal must have the right strategy to empower education staff to improve their profession and encourage the involvement of all educational staff in various activities that support school programs.

The principal is one of the components of education that has the most role in improving the quality of

education, there is a close relationship between the quality of the principal and various aspects of school life such as school discipline, the cultural climate of the school, and the reduction of students' naughty behavior. (Winda Wardhani, 2018). Discipline is a reflection of the life of the nation's people. That is, from the description of the level of discipline of a nation, it can be imagined how high and low the level of national culture it has. Meanwhile, the reflection of discipline is easily seen in public places, more specifically in schools where many violations of school rules are committed by students who lack discipline. (Faizah, 2019).

Discipline is the key to success, because discipline will grow in a firm character in holding on to principles, diligent in business, unyielding in truth and willing to sacrifice for the sake of religion and far from despair. If discipline has integrated into a person, then the attitude of the actions taken are no longer felt as a burden, on the contrary it is a burden on him if he does not act as usual, meaning that the values of obedience have become part of his life. A student in participating in learning activities at school will not be separated from the various rules and regulations that apply at school and every student is required to be able to behave in accordance with the rules and regulations that apply at school. (Riwana et al., 2021)

Based on observations or observations of researchers at SMA Negeri

6 as the principal manager, the school has made various efforts to create a disciplined school, especially student discipline. In terms of planning, the principal has compiled school rules and socialized these rules. In an effort to socialize the principal always conveys matters related to discipline, one of which is when he becomes the flag ceremony supervisor, while the form of rules and regulations that apply at SMA Negeri 6 Pekanbaru, namely, school starts at 07:00 WIB (Monday, Friday and Saturday) and at 07:15 WIB (Tuesday, Wednesday and Thursday). Students who are late are required to report to the picket teacher and be given sanctions such as cleaning the school yard for one hour of class. If the student is late for more than three times, it will be conveyed to the homeroom teacher and counseling teacher (counseling guidance) who will call the parents of the students, in the second hour of class the picket teacher will take attendance for all classes to find out which students are absent.

In terms of tidiness, on Monday and Tuesday students are required to wear white and gray clothes with black lace-up shoes. During the ceremony, Muslim students are required to wear a hat, tie and headscarf. On Wednesdays, you are required to wear special SMAN 6 clothes and black lace-up shoes. On Thursday students are required to wear school batik clothes and black lace-up shoes. On Friday students are required to wear Malay clothes and on Saturdays

wear sports clothes because of extracurricular activities. On Friday and Saturday students are allowed to wear free shoes. Boys are not allowed to wear earrings, necklaces, bracelets and have long hair.

In terms of organizing the school principal always tries to carry out what has been arranged to go according to plan, in this case it can be seen from the arrangements for implementing the daily picket teacher schedule, this picket teacher is divided into upper and lower pickets. The duty of the picket teacher is to monitor the disciplinary activities of students starting from entering school to going home from school. (Zohriah, 2005). In terms of mobilizing the school principal to cooperate with teachers who specifically handle student discipline, in this case the principal directly mobilizes the homeroom teacher, BK, student vice principal who directly handles students, besides that it also mobilizes teachers to improve student discipline in the process learn to teach in class. Even so, the school principal's efforts to mobilize are not optimal, so that disciplinary violations by students are still clearly visible, for example in terms of neatness in dressing, not wearing uniforms according to the specified day, not wearing uniform accessories such as ties and hats during the flag ceremony and even this violation carried out by students in the implementation of mid-semester exams, so that students who violate must receive sanctions, namely tests in exile (labor and

library). (Ismuha et al., 2016). In terms of supervising the principal is assisted by teachers, especially the deputy head of student affairs and picket teachers along with school guards to oversee disciplinary irregularities committed by students. But in the author's observation, elements of negligence in terms of supervision are still visible, so that this becomes an opportunity for students to commit disciplinary violations, for example climbing the fence because they are late and leaving the school environment without reporting to the picket teacher.

The principal as a leader should be able to be more assertive in dealing with student discipline issues, not only make rules but must be able to provide strict sanctions to students who violate them, so that a deterrent effect arises for students, with this it is hoped that the level of student discipline will be higher. (Raemondo Sugiyono, 2021). School is a place where the learning process is carried out, thus students should be able to carry out school rules and regulations properly so that the expected student discipline is discipline that comes from the students themselves without coercion and other things, such as sanctions or punishments imposed for violation of school rules. It is hoped that the learning process will run well so that the goals of the school or educational institution are in accordance with what has been set. (Tarigan, 2018).

There are several studies that are relevant to this research, and to find out,

researchers use index pages to track their differences. Exploration results using the Google Scholar index page, several previous studies have focused on teacher discipline (Marsilah, 2018; Riyani, 2019; Vebriani & Utomo, 2022), there is also research that focuses on school principal leadership on student discipline (Dakhi, 2021; Kurniasih & Wijaya, 2019; Syaeba, 2018), there are also those who focus on school principal management in improving the quality of education (Anjani & Dafit, 2021; Mardiana, 2016; Nurhayati et al., 2022), there are also those who focus on giving rewards and punishments to improve student discipline (Ikranagara, 2015; Indrawati & Maksum, 2013; Rosyid & Wahyuni, 2021), but it is different from this research which focuses on the influence of the skills of school principals in implementing management flow to improve school principals. This study measures managerial implementation that has been implemented and seeks its influence on student discipline. The findings of this research hypothesis can be the basis for the development or improvement of the principal's managerial pattern in improving student discipline.

This research certainly contributes to several parties, namely: (1) the school principal as material for managerial development or improvement that has been carried out so far; (2) the teacher is the basis for developing a variety of educational activities that can improve student discipline, besides that it is also

the basis for determining the right method for internalizing disciplinary values in students; (3) for students this research contributes to disciplining students in learning, worship activities, and so on; (4) for other researchers, the results of this study can later become the basis for further in-depth and broader research, especially on aspects that have not been touched by this research, such as the form *reward* and *punishment*, as a step to reward and punish student indiscipline, and also as motivation to students.

METHOD

Bentuk penelitian ini yaitu The form of this research is descriptive quantitative using simple linear regression analysis which is used to obtain the value of the correlation coefficient and also the regression coefficient to predict how far or how large the value of the dependent variable is if the independent variable is changed. There is a close relationship between correlation and regression. Correlation techniques are used to analyze the strength of the relationship between variables, while regression is used to predict changes in certain values when other variables change. This research was conducted at SMA Negeri 6 Pekanbaru. Data collection was carried out from March to April.

The population in this study were 70 teachers at SMA Negeri 6 Pekanbaru and the sample in this study were teachers at SMA Negeri 6 Pekanbaru,

totaling 60 people. The sampling technique uses the formula from Taro Yamane (Slovin). The research variables consist of independent variables (*Independent Variable*), namely the principal's management, and the dependent variable (*Dependent Variable*), student discipline. Instrumentation and Data Collection Techniques in the form of a questionnaire using *scale likert*. Each answer is associated with a form of statement or attitude support which is expressed in words, namely, Strongly Agree (SS=5), Agree (S=4), Doubtful (RG = 3), Disagree (TS = 2) Strongly Disagree (STS = 1). Giving this score with consideration, the highest answer is given a score of 5 because there are 5 alternative answers, then each answer item is arranged from the highest score down. In addition to questionnaires, data collection also used documentation study techniques: In this case documentation techniques were used to find out the number of teachers, students and data about schools. This technique is used to collect written data relating to the principal's management in relation to student discipline.

With regard to validity, in this study the validity used was internal validity, namely the validity achieved if there was a match between the parts of the instrument as a whole (Arikunto, 2010). In testing the validity of this researcher uses the program *SPSS for windows*, then the reliability test is the author uses the program's tools *SPSS for windows*. Data analysis using descriptive analysis techniques, this descriptive study aims to describe the data on the instrument of the influence of the principal's management (X) and student discipline (Y). In accordance with the objectives of this study, the authors use descriptive analysis techniques with the formula used is as follows:

$$P = FN \times 100\%$$

P is the percentage, F is the frequency, and N is the number of samples. In order to interpret the score obtained through the calculation of the questionnaire, to get the percentage it is adjusted according to the criteria put forward by Arikunto (2010: 282) as follows:

Table 1. Questionnaire Calculation Criteria

No	Range % Score	Criteria	
		Principal Management	Student Discipline
1	81% - 100%	Very good	Very good
2	61% - 80%	Good	Good
3	41% - 60%	Enough	Enough
4	21% - 40%	Less	Less
5	0% - 20%	Less than once	Less than once

Regression Analysis Prerequisite Test: a. Normality test. The normality test aims to test whether the data is normally distributed or not normally distributed. If the data obtained is normally distributed, the statistics used are parametric. If the data obtained is not normally distributed, the statistics used are non-parametric statistics. To test the normality of the data in this study the authors used program tools *SPSS for windows*. b. Variance Homogeneity Test. Homogeneity test is used to show that two or more sample data groups come from populations that have the same variance. As for this homogeneity test, the writer uses program aids *SPSS for windows*.

Simple linear regression analysis: This method is used to analyze research data on the effect of principal management on student discipline at SMA Negeri 6 Pekanbaru. The formula used is a simple linear regression formula, the form of the regression equation Y over X is: $\hat{Y} = a + bX$. For the purposes of data analysis mentioned above, researchers use program tools *SPSS for windows*. In this study there are 2 hypotheses, namely:

- Ho: there is no significant effect of principal management on student discipline at SMA Negeri 6 Pekanbaru.
- Ha: there is a significant influence between the principal's management on student discipline at SMA Negeri 6 Pekanbaru.

To test the hypothesis above, a simple regression coefficient test (t test) is

used. The t test is used to test the hypotheses in this study. T test: This test is used to determine the effect of independent variables on the dependent variable individually or partially. This test is done by comparing t_{count} with t_{table} . Basis for decision making The t test is carried out in the following way:

- Nilai $t_{count} < t_{table}$ then Ho is accepted and Ha is rejected
- Nilai $t_{count} > t_{table}$ then Ho is rejected and Ha is accepted

Tests for this effective contribution are needed to determine the magnitude of the principal's management variable contribution to student discipline variables (the contribution of the independent variable to the dependent variable). Yantri in Rafsanjani (2010) reveals that it is partially calculated by multiplying the standard regression coefficient (beta coefficient) with the coefficient of the variable concerned. From this statement it can be formulated as follows: SE = beta coefficient x simple correlation coefficient (zero order) x 100%.

RESULTS AND DISCUSSION

Teacher Responses About Principal Management: Based on the total acquisition of the overall teacher's responses to the principal's management it can be concluded that the average response of teachers who stated strongly agreed was 29.37%, agreed 66.11%, doubtful was 3.77%, and did not agree by 0.75%. and strongly disagree 0%. From

this acquisition, it can be concluded that more respondents answered that they agreed, namely in the range of 61% - 80%, so it was categorized as good.

Teacher Responses About Student Discipline: Based on the acquisition of the overall responses of the teachers of SMA Negeri 6 Pekanbaru on student discipline, it can be concluded that the average response of teachers who strongly agreed was 30.23%, agreed 59.47%, undecided by 8.33 %, do not agree at 1.97%. and strongly disagree 0%. From this acquisition, it can be concluded that the answers of more respondents who agreed were 59.47%, namely in the range of criteria 41% - 60% so that it was categorized as sufficient.

Based on the results of simple linear regression analysis calculations between school principal management and student discipline, the regression equation is $Y = -411 + 1.580X$. From this equation it can be interpreted that one unit of student discipline score will be influenced by the principal's management of 1.580 at a constant of -411. If there is no management variable, it will have an autonomous effect of -411 points on student discipline at SMA Negeri 6 Pekanbaru.

The results of the calculation of the regression coefficient show that X represents the principal's management factor of 1.580. The price of the regression coefficient which is positive indicates that the influence of the principal's management on student discipline has a

positive influence, this value means that every time there is an increase in one unit of principal's management score, it will be followed by an increase in student discipline by 1.580 at a constant - 411.

Significantly, based on the results of the research, it shows that there is a significant influence between the school principal's management on student discipline, this is evidenced by the results of t count $15.092 > t$ table 1.680 with a significance of $0.000 < 0.05$ and the magnitude of the influence between school principal management on student discipline is 79.74%.

Good school principal management is shown by the principal's ability as a manager. Principal management is the principal's ability to carry out management functions, namely planning, organizing, directing, leading and supervising. From the results of the research conducted, it can be concluded that the management of principals at SMA Negeri 6 Pekanbaru is categorized as good. Based on descriptive analysis, a weight of 66.11% was obtained.

The findings of this study are in line with William Dunt's theory which says that systematically arranged management and policies will produce the expected results. (Dunn, 2005). As it is known that being a managerial school principal is an absolute skill that must be possessed. Without it someone can not be called a leader. The findings of this study reveal that discipline starts from the base of management, namely the principal

himself. In contrast to so far, in terms of enforcing or developing disciplinary attitudes students tend to ignore the school principal, and assume that the school principal has no relationship with this formation.

Furthermore, this study also reveals that the management in question is a management cycle consisting of planning, organizing, directing executors, implementing, and supervising. This indicates that discipline is not just created, but through a long phase and long habituation. This phase is then called management. These managerial steps must be carried out systematically and structured in accordance with the plans that have been prepared. Without all of that, the discipline that is expected of students will not be achieved, even bad traits can arise.

Discipline will not be created when there is no habituation from those closest to you. In this case the teacher is the closest person to the student, but the teacher will not be able to carry out this habituation without the help of the principal as the teacher leader. The school principal performs management related to planning, namely compiling strategic steps for student discipline, then organizing all forms of school activities to support this discipline, and placing executors of all these activities, so that finally a discipline attitude is formed, but the discipline attitude needs to be controlled for its achievement. , so that if it is not achieved the teacher can take action according to

the evaluation provisions that have been managed managerially by the school principal.

This research shows that school principals do not have direct contact in disciplining students. However, managerially it is the principal who regulates the implementation of all activities aimed at maximizing the achievement of student discipline. Even though there is no direct contact with the school principal, he regulates two aspects, namely personal management, in this case students and teachers, and second, managing activities that are deliberately created to form student discipline. Both of these things will not be possible for the teacher to carry out simultaneously, so it is the principal who plays a role.

CONCLUSION

Based on the results of the research and discussion, the following conclusions can be drawn: (1) there is a significant influence between the principal's management on student discipline at SMA Negeri 6 Pekanbaru; (2) Management of the principal at SMA Negeri 6 Pekanbaru is categorized as good; (3) student discipline at SMA Negeri 6 Pekanbaru is categorized as sufficient. Based on the results of the research and discussion stated above, the authors propose the following suggestions: (1) Principals should always improve their abilities in carrying out their functions as managers in schools; (2) to improve student discipline, principals are expected

to be able to manage existing resources at school and outside school, provide motivation, guidance, role models and always be consistent in making decisions related to discipline; (3) Teachers, staff and employees are expected to be able to support and cooperate well in carrying out their duties, especially teachers as educators; (4) related institutions should be able to support efforts made by school principals to improve student discipline and be more selective in appointing and selecting school principals because this can affect the schools they lead.

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