



Analysis of Disciplinary Characteristics of Elementary School Students: A Survey Research

Fahira Pande Jaya ✉, Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

Magfhirah, Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

Nisa Ariyati, Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

✉ 200209022@student.ar-raniry.ac.id

Abstract: This research aims to analyze the level of student discipline character in elementary schools at the Aceh Besar Regency level. This research uses a quantitative approach with a survey research type. The population of this study were elementary school students at the Aceh Besar Regency level with a research sample of 90 students from four different schools. The sampling technique used in this research was Cluster random sampling. This research data was collected using a questionnaire. The data obtained is quantitative data which was analyzed using descriptive statistical techniques. The results of this research show that students' disciplinary attitudes are fairly good, where the strategy carried out by the school to improve the formation of disciplinary character is the habit of activities that form disciplinary character. The habits include time discipline and how to dress. The implementation of school rules and regulations in improving the disciplinary character of elementary school students in Aceh Besar Regency has instilled a disciplinary character through religious activities and activities related to disciplinary character such as haircut rules, time discipline, Duha prayers. All these activities are carried out by the school through the habituation method. Student discipline in school grows because teachers provide motivation, create class rules, and reward students who are always on time.

Keywords: character education, discipline character, elementary school students

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INTRODUCTION

The 1945 Constitution of the Republic of Indonesia article 31 paragraph 2 states that the government organizes a national education system which is regulated by law. Article 3 Law no. 20 of 2003 concerning the National Education System emphasizes that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students so that they become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Strengthening character education in the current era is an urgent thing to do considering the many events that indicate a moral crisis among children, teenagers and adults.

Undisciplined behavior is often found in the school environment (Lubis & Wangid, 2019b). Examples of undisciplined behavior include not wearing a complete uniform as stated in the school rules, not coming to school on time, throwing rubbish carelessly, not sitting or walking carelessly stepping on plants that clearly have the words "it is forbidden to step on plants", scribble on school walls, submit assignments not on time, skip school, not wear a uniform according to the rules, not shave your head according to school rules, wear tattoos even though it is clearly not allowed in the school rules, and so on. The occurrence of undisciplined behavior at school shows that there is a serious problem regarding the disciplinary character of students (Lubis & Wangid, 2019a). The emergence of undisciplined behavior shows that the learning and education related to character that students receive at school does not have a positive impact on changes in students' daily behavior. Basically, students know that their behavior is not correct but they do not have the ability to get used to avoiding this wrong behavior. Therefore, strengthening character education needs to be implemented as early as starting from the family, school, and extending to the community.

One form of character cultivation is by strengthening character education. Strengthening Character Education is education carried out by educational units which aims to strengthen student character (Suva et al., 2019). Character will be realized well if it is carried out continuously by someone and supported by an adequate environment. An environment that can support the cultivation or formation of character is called an educational environment (Setiawan et al., 2021). The educational environment consists of 1) education in the family (informal education), 2) education in schools (formal education), and 3) education in the community [3]. One external environment that is quite important in supporting the cultivation of this character is education in schools (formal environment) (Ningsih et al., 2023).

There are many types of character that are instilled in students, including honesty, responsibility, discipline, courtesy, etc. (Zainuri, 2018). Character development in students is adjusted to the learning plan and curriculum according to the class or student development. This aims to ensure that character values can develop within students and can be used as provisions for their personality in the future. This planting aims to overcome bad characters in students. In accordance with developments in recent times, we often find people with very good knowledge but poor attitudes and skills. This is in accordance with the Arabic proverb that says *Al adabu Fauqol ilmi*, which means manners are higher than knowledge.

Character education at an early age can also prevent bad grades that often occur and develop in school. One character education that is quite important to instill from childhood is the character of discipline (Saputro & Pardiman, 2012). Disciplinary character supports a child's personality to do good behavior (Elihami & Syahid, 2018). This is very good for every human being to have, because it will support children in various learning activities. Developing discipline in students will help students develop self-understanding and help children recognize wrong behavior and then correct it. One of the character values that needs to be developed is discipline. According to Rianti & Mustika (2023) discipline is a condition created through a training process which is developed into a series of behaviors in which there are elements of obedience, compliance, loyalty, order and all of this is carried out as a responsibility aimed at becoming a complete person. The importance of strengthening the value of disciplinary character is based on the reason that currently there is a lot of deviant behavior that is contrary to disciplinary norms.

Many previous studies have studied the formation of disciplinary character. One example is research conducted by Khairani et al. (2021). This research aims to explore, study and describe the implementation of disciplined character education in schools and it is hoped that policies can be found that support the success of character education. The results of his research concluded that the formation of disciplined character can be carried out through nine policies, namely: 1.) Creating a character education program; 2.) Establish school rules and class rules; 3.) Performing *Dhuha* and *Dhuhur* prayers in

congregation; 4.) Create affective posts in each class; 5.) Monitoring students' disciplinary behavior at home through daily activity notebooks; 6.) Providing affective messages in various corners of the school; 7.) Involve parents; 8.) Involve the school committee; and 9.) Creating a conducive classroom climate.

Research with disciplinary character objects has also been studied by Sukma et al. (2022). This research aims to describe the implementation of disciplined character education in schools and who is involved in supporting this character education. The results of this research concluded that to support the successful achievement of disciplinary character values in this school, seven school policies were created, namely character education programs, establishing school rules and class rules, conducting dhuha and noon prayers in congregation, creating affective posts in each class, monitoring behavior discipline students at home through daily activity notebooks, and involving parents, and involving the school committee. This research focuses on activities to analyze the level of discipline character of students in elementary schools in Aceh Besar Regency.

Based on several explanations, character education in schools will not be successful if the learning only takes the form of verbal rote memorization. There is no guarantee that if character education stands alone as a subject, it will work well. Therefore, the implementation of character education in schools should be carried out by integrating it into subjects. According to Agustin et al. (2021) explained that to build the character of school students it is necessary to implement three programs, namely (1) quality school culture which includes input quality, academic quality and non-academic quality; (2) Islamic school culture with a focus on cultivating religious character, openness, caring, togetherness and cooperation; (3) a culture of discipline with a focus on cultivating character, including religious ones.

Discipline character education is an important thing to pay attention to in order to develop a person's character. Armed with disciplined character values will encourage the growth of other good character values, such as responsibility, honesty, cooperation, and so on. According to Curvin & Mindler (Dewi et al., 2023) suggest that there are three dimensions of discipline, namely (1) discipline to prevent problems (2) discipline to solve problems so that they do not get worse and (3) discipline to deal with students who behave outside the box. control.

Discipline is also a key for schools to lead their students to become independent individuals (Lubis & Dasopang, 2021). Because with discipline students will have an orderly and orderly lifestyle. By getting used to discipline, students are able to develop positive personalities and are able to obtain satisfactory achievements (Lubis, 2019; Silvia et al., 2023). Instilling disciplined character is necessary for elementary school age children, because at that age children's characteristics are still easy to form. The method used by the teacher is that this discipline attitude can be easily instilled in students and it has become a habit for students to carry out a discipline attitude at school, for example coming to school on time, entering class before the bell rings, submitting assignments on time. Discipline is the most important factor in the world of education to support the creation of quality educational characteristics.

Thus, discipline is considered very important for the development of students so that they can successfully achieve a happy life, and can adapt well in the social environment, including the school environment. In order for this situation to be achieved, the character of discipline needs to be instilled from the beginning of a student's life. Efforts to form students' disciplinary character at school include everything that influences students to help them understand and adapt to environmental demands. Apart from that, discipline is also important as a solution in resolving the demands that students may want to make towards their environment. Discipline is the right way to help students learn to live with good habits, and is beneficial for themselves and their environment.

METHODS

The method in this research uses quantitative methods with survey methods. It was stated by Best (Sugiyono, 2013) that research using descriptive methods, such as descriptive research, is a research method that attempts to describe and interpret objects as they are. According to Mulyatiningsih (2011: 193), survey methods are often used in descriptive, explanatory and exploratory research. This opinion is reinforced by the opinion of Sugiyono (2017: 8) that research methods are based on the philosophy of positivism, used to research certain populations or samples, collecting data using research instruments, quantitative or statistical data analysis, with the aim of testing established hypotheses.

This research was conducted at elementary school level in Aceh Besar Regency, for approximately 3 (three) weeks. The population used in this research was elementary schools in Aceh Besar Regency. The sampling method used was purposive sampling, which means that the sample was drawn from a random population without paying attention to the strata in that population (Sugiyono, (2017). The sample used in this research was high-class elementary school students. in Aceh Besar.

In this research, the data collection technique in this research uses the cluster random sampling technique. This research data is quantitative data collected using a questionnaire instrument. The scale used is a skill level with a range of 1-4, where 4 (very good), 3 (good), 2 (not good and 1 (very bad). The data obtained used quantitative data which was analyzed using descriptive statistical techniques.

The instrument in this research is a questionnaire in the form of students' disciplinary character values which are priorities for elementary schools in Aceh Besar Regency, which contains a set of questions that must be filled in by respondents (students). To determine the validity of the items (validity) and consistency (reliability) of the instrument, a trial of the instrument was carried out. The data analysis technique is descriptive analysis based on data triangulation.

RESULTS

Based on the data analysis technique determined by the researcher to collect data using the cluster random sampling technique. This data collection was carried out for approximately 3 (three) weeks according to scheduled learning. The population of this research is elementary school students at the Aceh Besar Regency level with a research sample of 90 students from four different schools. This research data uses a quantitative approach which is collected using a questionnaire instrument which is analyzed using descriptive statistical techniques. The scale used is a skill level with a range of 1-4, where 4 (very good), 3 (good), 2 (not good) and 1 (very bad). From the results of research conducted by researchers in elementary schools at the Aceh Besar Regency level, it shows that students' disciplinary attitudes are fairly good, where the strategies implemented by schools to improve the formation of disciplined character are the habituation of activities that form disciplined character, while the habits include time discipline and how to dress. The implementation of school rules and regulations in improving the disciplinary character of students in elementary schools throughout Aceh Besar Regency has instilled a disciplinary character through religious activities and activities related to disciplinary character such as haircut rules, time discipline, and Duha prayers. All these activities are carried out by the school through the habituation method. Student discipline in school grows because teachers provide motivation, create class rules, and reward students who are always on time.

With research that has been carried out at elementary schools at the Aceh Besar district level. The results of this research show that the implementation of student disciplinary character education through disciplinary activities is carried out in various activities. This activity is a ceremonial activity every Monday. With this activity, it is hoped that the application of disciplinary character education through disciplinary activities can lead to good character, especially in terms of disciplinary character, because children have been taught from an early age about the discipline that must be carried out. Apart from

ceremonial activities and morning assembly, there are also line activities on Fridays for religious reasons, such as practicing prayers and reading prayers, juz 'amma. This activity will make children have good discipline in the learning process, apart from that there are also charity activities every time there is a religious topic in class.

This charity activity will train children in the discipline of doing good things for themselves. With this charity, children are also taught how to care for others and carry out God's command to do alms as much as we can. This habituation is carried out by all elements in the school so that all elements play a role in forming good character through disciplinary activities in the school. According to Mulyasa (2011:166) Habit is something that is deliberately done repeatedly so that something can become a habit. Habits actually have experience at their core, what gets used to is something that is practiced. In the field of educational psychology, the habituation method is known as operant conditioning, teaching students to get used to commendable behavior, discipline, study hard, work hard, be sincere, honest, and be responsible for every task that has been given.

The process of developing student discipline in the classroom begins with creating disciplinary rules and sanctions that students will bear if they violate them. Next, the teacher socializes the rules and sticks the rules on one of the classroom walls. This is done by the teacher so that students can easily remember the rules made by the teacher. In addition, to monitor the development of student discipline, teachers create discipline assessment indicators. This indicator can see the development of students' level of discipline from time to time during the observation process. Observation results show that 88% of students have experienced a development in their level of discipline, while it is felt that the other 12% of students have not seen any development in their discipline. The number of students who experienced progress in their discipline was in line with the discipline assessment carried out by the class teacher. Apart from that, during the observation process, several findings were found in instilling student discipline, one of which often occurred was the incomplete use of school uniforms. It is often found that students go to school without bringing and wearing a red tie. The reasons for them vary from putting them in a bag, being in a school desk drawer, to losing them or forgetting to put them away.

Things that schools do to shape students' disciplinary character include picketing discipline, daily picketing for students, so that students can carry out picketing activities with full responsibility and create discipline. Prohibition on wearing shoes in class. Another thing that teachers pay attention to is when students work. Homework, so students are expected to always do their homework and submit it on time. The student discipline that gets the most attention is student discipline which requires students not to come late to school, to come to school on time.

The process of developing discipline in the upper classes of the Aceh Besar District Elementary School is progressing well. Students who previously liked to come to school late, day after day showed good changes. They started arriving on time before 7:30 at school. Students also show changes in their attitudes during the learning process. During the learning process, students have started to sit in a good position and make good eye contact with the teacher. This incident looked very good compared to before because students were no longer chatting alone with their classmates during the learning process. Other things can also be seen during the assignment process. Most students in the class can complete their assignments on time. Some students also no longer receive sanctions like before.

DISCUSSION

Education for children is very important as a foundation and provision for the future (Hazrullah & Lubis, 2023). Because each child has different characteristics and development, attention to children is also needed in the context of their education. One of the things that is neglected in the family environment is the lack of instilling discipline

from an early age in the family (Dasopang et al., 2022). Parents only rely on the school to shape their children's disciplinary attitudes, even though the formation of discipline must be balanced between family and school (Dasopang & Lubis, 2021).

The formation of a disciplinary attitude must be carried out in every school, because discipline is character education which can become a habit that has an influence on learning achievement. The disciplinary attitude applied in each school must be able to help them to develop school policies and be able to respect and control themselves against bad behavior (Dewi et al., 2023).

The instilling of discipline applied by teachers to students must be in accordance with the learning provided. It is necessary to instill discipline in students, provide examples/role models, and monitor regularly. This is done because a character can be embedded in students through habituation (Agustin et al., 2021). The process of instilling discipline in students begins with careful planning on the part of the teacher and the school and the environment that accompanies it. Teachers and school institutions are looking for various ways so that the process of instilling discipline can run optimally (Faslia et al., 2023). This starts from making rules, giving examples, giving sanctions, recording disciplinary developments in the daily attitude assessment book, to working together with students' parents. Next, the teacher displays the rules and sanctions on the class board so that students know their mistakes and then the teacher explains when these rules start. During the process of implementing discipline, teachers must always monitor student activities if there are students who make mistakes. If a student makes a mistake, the teacher immediately takes action by giving him educational sanctions and advising him not to do it again.

The teacher also monitors and records any mistakes or changes made by students according to the indicators they have created. This is in line with what researchers carried out during high grade observations in elementary school. Researchers observed students while at school and recorded the development of student discipline according to the indicators that had been created.

Discipline can be formed through the learning process. Disciplinary attitudes in children must be formed as early as possible, but it is not easy to realize all this, especially with different family backgrounds and characters. Disciplinary attitudes require a person's awareness of what they should and should not do. The existence of a disciplined attitude is very important in school. Forming students' disciplinary attitudes at school begins, for example, by giving them homework and so on. Students' awareness of doing homework, always coming to school on time, obeying teachers, is evidence that the formation of a disciplined attitude at school. Don't forget to support it with regular communication and good cooperation between teachers, madrasah and parents in forming students' disciplinary attitudes.

Discipline does not just grow without cause. Teachers play a very important role in fostering student discipline. Student discipline grows because teachers make efforts so that students have a disciplined attitude. These disciplinary values can be carried out through routine activities, spontaneous activities, through example, and through conditioning (Khairani et al., 2021). The things teachers do at school are as follows:

1. Establish School Rules and Class Rules

Talking about discipline issues cannot be separated from talking about rules. School rules and class rules contain various matters related to the guidance of community members at school in their daily behavior. With school rules and class rules, students will have a clear view of what they should and should not do, as well as the consequences/sanctions for violating existing rules. School rules and class rules play an important role in disciplining students. The importance of school rules was stated by Curvin & Mendler (Rianti & Mustika, 2023) that one of the causes of undisciplined behavior among students is unclear restrictions. By putting school rules and class rules into school rules, the boundaries of student behavior at school become clear. The

importance of making school rules and class rules is in accordance with the opinion of Chiu & Chow (Sudrajat, 2011) that creating a culture of discipline in schools will be influenced by one factor, namely school rules and norms that can influence class discipline.

2. Make a Class Picket Schedule

Teachers make class picket schedules so that students are responsible for maintaining the cleanliness of their classrooms. Teachers make picket schedules openly with students. This is done by teachers so that there is no social jealousy between students. Teachers are also not considered favoritism. The picket schedule that has been made together is mutually agreed upon. The teacher emphasized that cleanliness is part of faith and must be maintained. The teacher not only encouraged him, researchers found that he always helped clean the class. According to him, cleanliness is not only the responsibility of students. Classroom cleanliness is the responsibility of all class members, including teachers and students. This refers to (Suyanto, 2012) who said that cleanliness is something that absolutely must be maintained and maintained by all students and teachers. From there, students really respect teachers and carry out their picket duties well. Teachers provide good examples to their students so that students also follow the teacher's teachings.

3. Provide Additional Value

Teachers will give additional marks to students who are quick and precise in completing assignments. Students will be motivated when given assignments and do them seriously. They compete with each other fairly. This makes students do their assignments well and complete them on time. This refers to (Ramdhani & Muhammadiyah, 2015) which says that an indicator of discipline is if someone does their assignments well and submits assignments on time.

4. Create Class Rules

Students who violate the rules are ready to be punished because it is for the common good. This is in line with the opinion of Chiu and Chow in (Wuryandani, Maftuh, & Budimansyah, 2014), who say that creating an attitude of discipline in schools is influenced by rules that can influence classroom discipline.

5. Involving Parents in Disciplinary Character Education

Parental involvement in supporting the success of disciplinary character education carried out by schools is an important thing that should not be ignored. This activity is carried out with the aim that parents can implement the disciplined character education program developed at school in their children's daily activities at home. In addition, parents will also provide information about various things related to children's activities or behavior at home. If the behavior is positive, then reinforcement is given, while if the behavior is deviant or negative, then parents and teachers work together to overcome it.

Parental involvement in disciplinary character education is in accordance with the opinion of Sheldon & Epstein (2002: 4) who explain that a close cooperative relationship between school, family and community will be able to improve student disciplinary behavior. In addition, Chen & Gregory (2011:447) also explain that parental involvement in students' education will have several positive influences as shown by indicators including more positive student behavior, higher student grades, better school attendance, consistent, and fewer discipline problems.

Parental involvement in discipline character education can prevent the emergence of student behavior problems. In this way, deviant behavior or undisciplined behavior of students can be minimized, this is in line with the opinion expressed by Domina, (2005:233) that parental involvement does not independently increase children's learning, but some involvement activities carried out can prevent behavior problems.

The importance of parental involvement in disciplinary character education is closely related to the role of the family. The family is the closest environment to students and most of the students' time is spent in this environment. Thus, the family has a big role in developing children's disciplined character and has a large portion of time to discipline children. This is in line with the opinion of Lickona (2012:48) who explains that the family is the closest place for children to learn. Lickona explained that a child's achievement will increase if both parents are at home, receive good care, security, there is stimulation for intellectual development, there is encouragement from parents in terms of self-regulation, there are restrictions on children in terms of watching television, and parents monitor children in terms of doing homework. Based on this opinion, Lickona also explained that the family is the foundation for intellectual and moral development.

One of the roles of the family in disciplining students is to control the child's behavior at home. In this case, parents can control their children's discipline in terms of watching TV, playing games, doing homework, studying, worshipping, and so on. If there is a child's deviant behavior, parents need to notify the school so that a solution can be found so that the deviant behavior can be overcome, and the child can return to behaving in accordance with existing rules.

6. Monitoring Student Disciplinary Behavior at Home Through Daily Activity Notebooks

Daily activity notebooks are one of the policies implemented by elementary schools in Aceh Besar to monitor students' disciplinary behavior at home. This book is a tool for teachers to monitor student activities at home in terms of discipline in worship, study, and other activities related to developing student discipline. The existence of a daily student activity notebook aims to maintain consistency between student activities at school and at home. This consistency needs to be monitored and maintained to support the success of the disciplinary character education program being developed. Devine (2002:310) suggests that in order to discipline students it is necessary to control time and space as a tool for monitoring student behavior. Through control of space and time, it is hoped that students will gradually develop self-awareness to behave in a disciplined manner.

Table 1 : Student Discipline Indicators

Character building	Indicators
Disciplined Character	<ol style="list-style-type: none"> 1. Obey school rules and regulations 2. Do your job well 3. Carry out a class cleanliness picket

Referring to the opinion of (Saputro & Pardiman, 2012) it was found that the majority of students had obeyed school rules and regulations, carried out their assignments well, and carried out class cleanliness pickets with full responsibility. Researchers found that teachers strive for students to be disciplined. Teachers always make school rules, give extra marks to students who are quick and precise in doing assignments, and make class picket schedules. The things that the teacher does make the students' discipline appear to be in the good category.

CONCLUSION

The conclusion that can be drawn from the results of the research carried out is that the development of discipline in elementary school students in Aceh Besar district is quite disciplined because there are still some students who are late coming to school and completing the assignments given on time. So teachers must be able to instill discipline in

the school environment, especially during the learning process. Such as giving sanctions to students. The factors that influence the development of student discipline in Aceh Besar District consist of two factors, namely internal factors originating from within the students themselves and external factors consisting of the class teacher.

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