

An Analysis of Student Discipline in Participating in Classroom Learning in Grade X at SMAN 1 Sungai Apit, Siak Regency

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Abstract: This study aims to determine the level of discipline among Grade X students at SMAN 1 Sungai Apit in attending classroom learning. Learning discipline is one of the crucial factors influencing educational success. The research employed a quantitative approach using a survey method involving 127 students selected from a population of 200, based on Slovin's formula. The research instrument was a closed-ended questionnaire using a Likert scale, consisting of 17 statement items representing four indicators of discipline: punctual attendance, adherence to classroom rules, active participation in learning, and responsibility for assignments. Data analysis results showed that students' discipline levels ranged from high to very high. The highest indicator was adherence to classroom rules, with an average score of 4.81, while the lowest was attendance without a clear reason, with a score of 3.19. In general, students demonstrated good disciplinary behavior, although challenges remained in the areas of active participation and inconsistent attendance. These findings highlight the importance of active learning strategies, teacher guidance, and parental involvement in fostering student discipline. The results are consistent with previous research but also indicate differences in aspects such as initiative and attendance. Based on these findings, it is recommended to strengthen a culture of independent learning, develop participatory learning strategies, and enhance collaboration between schools and parents to foster holistic student discipline. This study contributes as a foundation for developing character-building programs based on empirical data and as an evaluation resource for schools to systematically and sustainably instill the values of discipline.

Keywords: *student discipline, punctual attendance, active participation, task responsibility, character education*

1. INTRODUCTION

Education plays a vital role in shaping the character and competencies of the younger generation, which are crucial for national development (Ilma, 2015; Muhardi, 2004). Character development must become a national strategy that integrates formal, informal, and non-formal education to ensure sustainability and harmony (Dewi, 2018). Quality education significantly contributes to the nation's progress by developing human resources, which are the primary asset in national development (Muhardi, 2004). However, the Indonesian education system still faces challenges in emphasizing character development, as it tends to focus more on cognitive aspects rather than affective and moral development (Saleh, 2017). To address this, education should be viewed as a noble industry that is managed professionally, with a focus on quality and ethical objectives (Muhardi, 2004).

Student learning discipline is an essential factor influencing academic success, both in face-to-face and online learning contexts (Kurnia, 2022; Delistina et al., 2024). Factors affecting learning discipline include internal aspects such as self-awareness and motivation, and external factors such as family, school, and community environments (Sugiarto et al., 2019). Research has shown that learning discipline significantly impacts student achievement, contributing up to 68% in certain subjects (Setiawan et al., 2022). Efforts to improve student discipline involve the role of teachers in providing guidance, setting examples, and implementing reward and punishment systems (Delistina et al., 2024). However, challenges such as gadget use and difficulties in monitoring during online learning can hinder student discipline (Kurnia, 2022; Delistina et al., 2024). Therefore, collaboration between schools and parents is crucial in fostering and maintaining students' learning discipline.

Studies have found that student tardiness and absenteeism remain persistent issues in schools. Contributing factors include ineffective sanctions, lack of collaboration among school personnel, inefficient schedules, and low student learning interest (Putra & Nora, 2020). Transportation issues and oversleeping are common reasons for being late (Ni'am et al., 2024). To address these issues, schools have implemented strategies such as locking the school gate after the bell rings, assigning physical punishments, and requiring late students to pray at the school entrance (Ni'am et al., 2024). Group counseling services using self-management techniques have shown promise in reducing lateness (Alamri, 2015). In addition, parental involvement plays a crucial role in fostering student discipline, particularly in ensuring timely task completion. However, parents' work commitments often hinder their ability to effectively support their children's learning (Admelia et al., 2021). These findings highlight the complex nature of student discipline issues and the need for a multifaceted approach to address them.

Research also indicates that schools play a vital role in cultivating student discipline through various strategies. These include implementing daily routines such as morning greetings, literacy activities, and communal prayers (M. Jauhari et al., 2024). Teachers apply methods like habituation, role modeling, sanctions, and rewards to instill discipline (Rabbyattul Addawiyah & Kasrman Kasrman, 2023). Moreover, schools integrate character values into lesson plans, enforce written and unwritten rules, and adopt systems of rewards and punishments (Nur Amelia & Dafit, 2023). The importance of character education from an early age is emphasized to shape morally upright future generations (Sarnely Uge et al., 2022). Factors supporting the development of discipline include school leadership, parental support, and student self-awareness, while obstacles may arise from family and social environments (M. Jauhari et al., 2024; Nur Amelia & Dafit, 2023).

Research on student discipline in Indonesian schools has explored various aspects, including factors influencing discipline and compliance with school rules. Studies have identified both internal and external factors affecting student discipline, such as personal character, understanding of rules, peer influence, technology, and family environment (Kurniawan & Agustang, 2022). Discipline in extracurricular activities such as scouting has also been studied, with teachers, regulations, and sanctions identified as supporting factors (Rofii' Uddiin, 2016). Some schools have implemented point systems and rule socialization to improve discipline, resulting in lower violation rates (Nurreni et al., 2021). In classroom settings, discipline issues related to student interest, health, and motivation have been observed (Sari et al., 2020). However, most research has focused on general behavior or discipline outside the classroom, indicating the need for more studies specifically exploring student discipline during classroom learning, particularly in local contexts.

Research on the level of discipline is crucial not only to describe real conditions in the field, but also as a foundation for designing student character development strategies. Accurate data and thorough analysis will help schools, teachers, and education policymakers formulate appropriate and applicable solutions. Based on this background, it is important to conduct a study focusing on the level of discipline among Grade X students at SMAN 1 Sungai Apit in attending classroom learning, in order to gain a clear understanding of the problems and potential solutions that can be developed.

2. METHODS

This study employed a quantitative approach using a survey method to obtain objective and measurable data on students' discipline levels. The quantitative approach was chosen because it allows for the systematic explanation of social phenomena through the collection and analysis of numerical data (Sugiyono, 2017). Meanwhile, the survey method enabled the researcher to gather direct information from a large number of respondents in a relatively short period (Arikunto, 2010). In this study, the target population consisted of 200 individuals. To determine the sample size, the researcher used the Slovin formula with a margin of error of 5%. Based on this calculation, a sample size of 127 respondents was obtained.

The main instrument in this study was a closed-ended questionnaire developed using a Likert scale. The Likert scale was chosen because it is capable of quantitatively measuring respondents' attitudes, opinions, and perceptions in the form of statements rated from strongly agree to strongly disagree (Sugiyono, 2017). The questionnaire was developed based on four main indicators of student discipline: attendance in learning activities, compliance with school and classroom rules, active participation in learning activities, and responsibility in completing assignments. The questionnaire consisted of a total of 17 items, each representing the predetermined indicators (Azwar, 2015).

Data collection was conducted by directly distributing the questionnaires to all respondents within the school environment. Each student was asked to respond based on their actual experiences and conditions during classroom learning. The data obtained from the questionnaires were analyzed using descriptive statistical techniques, specifically by calculating the mean and percentage for each indicator (Arikunto, 2010). The purpose of this descriptive analysis was to provide an overview of the general trends in student discipline levels based on the collected data.

The discipline level categories were determined based on average scores grouped into five categories: very high (4.21–5.00), high (3.41–4.20), moderate (2.61–3.40), low (1.81–2.60), and very low (1.00–1.80), as developed in the interpretation of quantitative data by Sugiyono (2017). The final results of this analysis aimed to answer the main research question: What is the level of discipline among Grade X students in participating in classroom learning at SMAN 1 Sungai Apit? In addition, the findings of this study are expected to contribute to the school and teachers in designing targeted and data-driven student discipline development programs.

3. FINDINGS AND DISCUSSION

The research data were obtained through the distribution of questionnaires to students. Prior to distributing the questionnaires to the sample group, the instrument was first tested on students outside the sample to analyze the validity and reliability of the questionnaire. After conducting the trial, only valid and reliable items were distributed to the sample group. The questionnaire, consisting of 17 questions, was completed by 127 tenth-grade students from SMAN 1 Sungai Apit. Once all responses were collected, the data were processed using percentage formulas and presented in tables as quantitative data. Quantitative data refer to data in numerical form. These numbers, representing students' responses to statements about discipline in classroom learning, were analyzed to determine patterns.

The analysis involved summing the scores and dividing by the expected total to obtain the percentage for each questionnaire item. These percentages were then interpreted qualitatively to enhance understanding. The discipline level of Grade X students at SMAN 1 Sungai Apit was measured using four key indicators: Punctual Attendance, Compliance with Classroom Rules, Active Participation in Learning, and Responsibility in Completing Assignments. Table 1 below presents the average score per item and per indicator to provide an overview of student behavior in the learning context.

1. Punctual Attendance

Table 1. Summary of Responses and Scores Item – Punctual Attendance

No	Statmen	SA	A	N	D	SD	Total Student	Total Score	Average Score
1	I always arrive on time when lessons begin.	75	34	12	1	5	127	574	4.52
2	I rarely skip class without a valid reason.	43	14	13	22	35	127	405	3.19
3	I am never late for class.	51	43	24	4	5	127	555	4.37
4	I never skip class without permission.	92	20	9	2	4	127	582	4.58
Average Score									4,20

Based on the analysis of the questionnaire results for the Punctual Attendance indicator, the majority of statements recorded an average score above 4.30, which falls into the “Very High” category. This indicates that, in general, Grade X students at SMAN 1 Sungai Apit demonstrate strong awareness and consistent habits of arriving to class on time. The highest-scoring statement was “I never skip lessons without permission,” which received a score of 4.58. This finding suggests that students rarely engage in serious violations such as truancy and reflects a high level of compliance with attendance rules.

On the other hand, the statement “I rarely skip class without a valid reason” received the lowest score of 3.19, placing it in the “Moderate” category. This indicates that some students still face challenges in maintaining consistent attendance supported by valid reasons. In addition, students also showed high levels of discipline regarding punctuality, such as arriving precisely when the bell rings and returning to class promptly after breaks. This is evident from the high scores of statements 1, 3, and 4, each approaching an average of 4.50.

Overall, the level of student discipline in the Punctual Attendance indicator is classified as very high, with an average score of 4.20. This suggests that the school’s culture and policies aimed at instilling the value of discipline have been effectively implemented. Nevertheless, the issue of unexplained absences remains a weakness that requires further attention.

2. Compliance with Classroom Rules

Table 2. Summary of Responses and Scores Item – Compliance with Classroom Rule

No	Statmen	SA	A	N	D	SD	Total Student	Total Score	Avarage Score
1	I follow classroom rules during the learning process.	72	46	9	0	0	127	599	4.71
2	I do not use my phone during lessons unless permitted by the teacher.	89	28	8	2	0	127	611	4.81
3	I maintain silence and do not disturb my classmates while learning.	45	56	25	1	0	127	572	4.5
4	I follow the teacher's instructions well during the learning process.	65	51	11	0	0	127	594	4.68
Average Score									4,70

Based on the questionnaire data for the Compliance with Classroom Rules indicator, all statements received an average score above 4.50, which falls into the “Very High” category. This indicates that the majority of Grade X students at SMAN 1 Sungai Apit exhibit a highly positive attitude toward classroom rules and procedures during the learning process.

The statement with the highest score was “I do not use my phone during lessons unless permitted by the teacher,” with an average of 4.81, indicating that students are highly aware of the boundaries regarding technology use in the classroom and tend to comply with them. This serves as a positive indicator in terms of managing distractions during learning.

Other statements, such as “I follow the teacher's instructions well” (4.68) and “I follow classroom rules” (4.71), also reflect excellent levels of discipline and compliance. Even though the statement regarding maintaining classroom silence received the lowest average (4.50), it still falls within the very high category, indicating that student-to-student disruptions are relatively minimal.

Overall, student compliance with classroom rules is at a very high level, with an average score of 4.70. This demonstrates that the discipline policies implemented by teachers and the school have been well accepted and effectively carried out by students. This culture of order in learning serves as a vital foundation for creating a conducive and effective classroom environment.

3. Active Participation in Learning

Table 3. Response Scores and Item Scores – Active Participation in Learning

No	Statement	SA	A	N	D	SD	Total Students	Total Score	Average Score
1	I actively participate in group discussions with enthusiasm.	37	53	33	3	1	127	538	4.23
2	I answer questions asked by the teacher in class.	34	53	37	3	0	127	537	4.23
3	I actively ask questions when I do not understand the lesson material.	21	47	53	4	2	127	492	3.87
4	I take notes on the material presented by the teacher.	62	46	16	2	1	127	566	4.46
5	I pay attention to the teacher's explanation from the beginning to the end.	48	60	19	0	0	127	561	4.42
Average Score									4,20

Analysis of the Active Participation in Learning indicator shows that the majority of students demonstrated a high to very high level of engagement during the learning process. Four out of five statements received an average score above 4.20, which falls into the “Very High” category.

The statements with the highest scores were “I take notes on the material presented by the teacher” (4.46) and “I pay attention to the teacher’s explanation from beginning to end” (4.42). This indicates that most students are seriously engaged in actively following the lessons and absorbing the information presented.

The statement with the lowest score was “I actively ask questions when I do not understand the material,” with an average of 3.87, categorized as “High.” This suggests that some students remain passive in asking questions, possibly due to factors such as shyness, lack of confidence, or undeveloped learning habits.

Overall, the level of students’ active participation in learning is categorized as very high, with an average score of 4.20. This reflects a conducive classroom environment where teachers are successful in encouraging students to actively engage. However, questioning skills should be further promoted as part of active learning strategies, such as open discussions, reflective questioning, or interactive Q&A techniques designed to stimulate students’ curiosity.

4. Responsibility for Tasks and Duties

Table 4. Response Scores and Item Scores – Responsibility for Tasks and Duties

No	Statement	SA	A	N	D	SD	Total Students	Total Score	Average Score
1	I complete assignments on time according to the given deadline.	52	44	29	2	0	127	551	4.34
2	I review the material after the lesson is over.	17	60	42	7	1	127	494	3.89
3	I complete homework without being told.	55	42	26	4	0	127	549	4.32
4	I feel responsible for my own academic progress.	71	42	11	1	0	125	593	4.66
Average Score									4,30

The analysis of the Responsibility for Tasks and Duties indicator shows that Grade X students generally possess a high level of awareness regarding their academic responsibilities. Three out of four statements received an average score above 4.30, falling into the “Very High” category.

The highest-rated statement was “I feel responsible for my own academic progress,” with an average score of 4.66. This reflects a strong internalization of personal responsibility among students, which is highly positive as a foundation for developing independent learning.

Meanwhile, the statement “I review the material after the lesson is over” received an average score of 3.89, which is still in the “High” category. This indicates that although students are fairly responsible, the habit of self-directed learning—such as reviewing material—has not yet been fully adopted by all students.

Overall, the students’ level of responsibility toward tasks and obligations falls into the “Very High” category with an average score of 4.30. This suggests that students are not only disciplined in completing assignments but also possess an internal awareness of the importance of learning. However, to further enhance the quality of reflective and sustainable learning, schools and teachers are encouraged to strengthen the culture of independent study, including the habit of regularly reviewing material after class.

5. Average Score Indicator

Table 5. Summary of Average Scores Indicator

No	Indicator	Average Score	Category
1	Punctual Attendance	4.20	High
2	Compliance with Classroom Rules	4.70	Very High
3	Active Participation in Learning	4.20	High
4	Responsibility for Tasks and Obligations	4.30	Very High

Based on the data above, it is evident that students demonstrate a high level of discipline in nearly all assessed aspects, with the highest consistency observed in classroom compliance and responsibility.

Overall, the findings indicate a very high level of discipline and responsibility among students at SMAN 1 Sungai Apit. The strongest performance is seen in adherence to classroom rules, while areas requiring further attention include unexplained absences and students' initiative in asking questions. These insights should form the basis for targeted interventions, including character development programs, participatory teaching strategies, and reflective learning routines to further strengthen student discipline and engagement.

DISCUSSION

The results of the study indicate that the level of discipline among Grade X students at SMAN 1 Sungai Apit in participating in learning falls into the "high" to "very high" category. Among the four measured indicators, compliance with classroom rules recorded the highest score, with an average of 4.81. This shows that students have a positive attitude toward school regulations during the learning process. This finding aligns with studies by Nurreni et al. (2021) and Amelia & Dafit (2023), which emphasized that consistent socialization of rules and the implementation of reward and punishment systems can help establish a culture of discipline at school. A strong school culture, supported by the role of teachers as role models and facilitators, contributes to building student compliance with classroom norms.

Another indicator that also showed a high score was responsibility for tasks and obligations, with the statement "I feel responsible for my own learning progress" scoring an average of 4.66. This suggests that students complete tasks not only out of obligation but also from an intrinsic awareness to learn. This finding reinforces studies by Uge et al. (2022) and Addawiyah & Kasrman (2023), which argue that character education integrated into learning encourages students to be more independent and responsible for their own learning process.

However, not all indicators achieved maximum scores. On the punctuality indicator, one statement received a low score, namely "I am rarely absent without a clear reason," which scored an average of 3.19 and falls into the "adequate" category. This confirms the findings of Putra & Nora (2020) and Ni'am et al. (2024), which indicate that student absenteeism is often influenced by external constraints such as transportation issues, waking up late, or a lack of supervision from the family environment. This indicates that some students still face challenges in maintaining consistent attendance, which can affect the continuity of the learning process.

Furthermore, although student participation in learning was generally categorized as high, the statement "I actively ask questions when I do not understand the material" received the lowest score in its group, with an average of 3.87. This shows that not all students feel comfortable or take the initiative to ask questions, even though they are active in other aspects such as taking notes or listening to the teacher's explanation. This condition is in line with the findings of Kurniawan & Agustang (2022), who noted that feelings of shyness, lack of confidence, and overly teacher-centered learning models can hinder students from participating verbally in class.

Overall, the results of this study affirm that students at SMAN 1 Sungai Apit exhibit positive disciplinary behavior in the learning context. The alignment with several previous studies indicates that the disciplinary approach implemented at the school has been working effectively. However, the gaps found in attendance and active participation provide opportunities for the school to design more adaptive and personalized development programs, such as improved counseling services, strengthening of self-directed learning culture, and active learning strategies that can promote comprehensive student engagement. Thus, the findings of this research not only describe the condition of student discipline but also provide a solid basis for continuous improvement in character education management at school.

To improve student discipline, schools are advised to continue strengthening existing policies and maintaining positive routines such as morning greetings and early literacy activities as part of the school culture. These routines play an important role in shaping students' character and good habits from the beginning of the day. Meanwhile, teachers also play a strategic role in creating a learning environment that encourages active student participation. Through more interactive learning approaches, such as group discussions, open Q&A

sessions, and project- or collaboration-based methods, teachers can help foster students' sense of responsibility and engagement in the learning process.

On the other hand, parental involvement is also a crucial factor in supporting student discipline. Intensive communication between parents and the school needs to be enhanced, especially in monitoring attendance, completing assignments, and providing emotional support at home. For future researchers, it is recommended to expand the scope of the study to other grade levels or schools with different characteristics to obtain a broader perspective. A qualitative approach is also encouraged to explore more deeply the internal factors such as motivation and external factors such as the social environment that influence student discipline levels more comprehensively.

4. CONCLUSION

This study was conducted to analyze the level of discipline among Grade X students at SMAN 1 Sungai Apit in participating in teaching and learning activities, as measured through four main indicators: punctuality, compliance with classroom rules, active participation in learning, and responsibility for academic tasks.

The study concludes that the level of discipline among Grade X students at SMAN 1 Sungai Apit is categorized as very high. All four indicators—punctual attendance, adherence to classroom rules, active participation in learning, and responsibility for completing tasks—demonstrate that the majority of students exhibit good disciplinary behavior. Among these, compliance with classroom rules recorded the highest score, while issues related to unexplained absences and lack of active participation in asking questions still require further attention.

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