



Analysis of Teacher Discipline Behavior in the Learning Process Through Field Observations at SD Negeri 11 Pancung Soal

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Abstract

This study examines teacher discipline in the learning process at SD Negeri 11 Pancung Soal, which still faces challenges such as tardiness and less dynamic interactions with students. The purpose of this study is to measure and analyze the level of teacher discipline objectively using a descriptive quantitative approach. The sample consisted of six teachers who were observed using an observation questionnaire with ten discipline indicators, such as punctuality and classroom management. The data were analyzed statistically to describe the level of discipline and the relationship between indicators. The results show that the level of teacher discipline is in the fairly good category, with the highest scores in the appropriateness of material delivery and rule discipline, but still low in student interaction and schedule compliance. Teacher discipline plays an important role in the success of learning and the implementation of the Merdeka Curriculum. It is recommended that discipline be improved through training, monitoring, and a reward system.

INTRODUCTION

It is no secret that quality education is one of the pillars of the national development since it has a direct impact on the development of competent, ethical and productive human resources. The teaching and learning process is one of the central points in the sphere of the educational quality where the role of teachers is conclusive as the key agents of knowledge transfer, characterization, and learning. Professional behaviour of teachers, especially their discipline in time management, classroom management activity and interaction with students is critical in the effectiveness of learning in primary education. The crucial factor here is that teacher discipline is not just an administrative condition, but a decisive factor of high-quality teaching and student achievements (Suyanto & Jihad, 2017; Edo-Osagie, 2025; Isibor et al., 2022; Ho, 2018; Suwarno et al., 2023).

Over the last several years, the topic of teacher discipline has received more and more attention as one of the factors that affect students motivation, engagement, and academic performance. Empirical researchers continuously show that disciplined educators tend to establish more organized learning conditions that facilitate

effective teaching and good classroom atmosphere (Santoso, 2018; Rahman & Dewi, 2021). On the other hand, poor discipline, which comes in the form of lateness, poor classroom control, or insufficient engagement with the students, has been linked to poor learning time, lack of student motivation, and poor educational performance (Jumriah & Putri, 2019; Wibowo, 2022; Njoroge & Nyabuto, 2014). These results point in the same direction, indicating that the problem of teacher discipline is not a margin problem, but a core aspect of educational effectiveness, especially at the elementary school level where children establish the basic learning patterns.

In the Indonesian education system, the problem of teacher discipline is a daunting issue despite a number of policy changes and professional development programs. According to several studies, the problem of discipline among the teachers still influences the quality of basic education, particularly in the field of the elementary school (Salam & Anggraini, 2018; Fatmawati, 2023; Wang & Shih, 2022). Poor supervision, low professional commitment, and reward system have been pointed out as some of the factors behind inconsistent disciplinary behaviour (Sukaesih, 2019; Suciyan, 2022). These issues are even greater when considered through the reforms of the curriculum, which are still in progress including the introduction of the Merdeka Curriculum, the focus of which is on student-centred education and active learning, as well as flexible methods of delivering instruction. These kinds of reforms require a high degree of teacher discipline in order to be efficient in planning, timing and purposeful classroom interactions.

Even though the literature on the subject of teacher discipline is increasing, there are still unresolved issues. The majority of the existing research focuses on teacher discipline and its ability to affect student learning outcomes in general rather than on how particular disciplinary behaviours are manifested in the learning process. Specifically, not much focus has been given to observable aspects of discipline, i.e., punctuality, following instructions schedules, classroom management approaches, and interactions between teachers and students in actual classroom environments (Dewi, 2020; Nuraini, 2023; Hoy & Weinstein, 2013; Emmer & Gerwels, 2013; Sprick, 2013). Consequently, it necessitates additional empirical data that comes as a direct field observation that objectively determines disciplinary behaviour of teachers during instructional activities.

Practically, the lack of specific observational data is a major challenge to schools and policy makers who want to come up with focused measures that would help improve teacher discipline. The current suggestions in the literature are mostly normative in nature; they focus on the significance of disciplinary norms but provide little empirical accounts of the existing situation at the school level (Hidayat and Lestari, 2022, Yusuf & Santoso, 2023). This has led to efforts to enhance teacher discipline being more general based and thus not focused enough to meet the needs of the individual schools especially that in the rural or semi-urban settings.

The past studies have suggested various general remedies to curb misconduct of teachers such as teacher development programs, stronger supervisory measures, and introduction of compensation and punishment measures. The empirical evidence shows that training in time-management and classroom organization might increase the punctuality and teaching efficiency of teachers (Bariroh, 2015; Suciyan, 2022). On the same note, more surveillance by school principals has been found to positively affect teachers compliance with the rules and professional standards (Salam & Anggraini, 2018; Bourke et al., 2015; Altrichter & Kemethofer, 2018). The findings indicate that systematic institutional support can be used to ensure teacher discipline as opposed to lone enforcing actions.

This is also highlighted in the literature and professional commitment plays a crucial role in disciplined behavior. Professional commitment is also associated with the increased responsibility, consistency, and involvement in the teaching process, which are characterised by teachers who are committed (Suyanto and Jihad, 2017; Ibrahim et al., 2023; Crosswell, 2006; Day et al., 2005). This dedication has also been associated with more interactive teacher student relationships which are critical in creating active learning themes. However, although these relationships have been theoretically studied, there have been minimal empirical research studies to the interrelationships between the various dimensions of teacher discipline particularly the quantitative studies of observational methods.

For instance, a range of empirical investigations have tried to measure the teacher discipline via survey tools or self-reported questionnaires (Santoso, 2018; Rahman and Dewi, 2021; Desimone et al., 2010; Sonnleitner & Kovacs, 2020)). Despite the useful insights that these methods can provide; they are prone to the bias of the response and it might not be a true reflection of what is being done in the classroom. Observational research, in its turn, allows the researcher to observe real-time behavior and offer a more objective evaluation of the disciplinary practices (Wibowo, 2022). Nevertheless, very few studies have been conducted in this case in the Indonesian elementary school context thus leaving a gap in the existing literature.

This disparity is more intense taking into account the application of the Merdeka Curriculum that demands a flexible, timely, and dynamic approach of teachers to facilitate the learning centered on students. The effectiveness of this curriculum has been directly related to how well the teachers could control the instructional time, and how well the teachers can interact with the students in a meaningful manner. However, there is a paucity of empirical data describing the effects of teacher discipline in promoting or detracting the use of the Merdeka Curriculum in the school level. This gap is essential in understanding the practical issues of curriculum reform, as well as in determining the ways to improve the quality of instruction.

With such considerations, the current paper will examine the disciplinary behavior of teachers in the learning process via the direct field observations in SD Negeri 11 Pancung Soal. The research will be aimed at objectively gauging the degree of teacher discipline by measuring quality in various indicators, with several indicators such as punctuality, classroom management, schedule adherence, and teacher-student interaction. What is new to this study is that the structure of observation data is used to analyze the construct of discipline as a multidimensional one as opposed to the application of self-reported measures. This study offers empirical findings based on observations in classrooms, which is why it can be included in a more sophisticated approach to teacher discipline and its contribution to the effective learning process and curriculum adoption. The research is limited to elementary school educators at SD Negeri 11 Pancung Soal with an expected impact of the research findings on school-level intervention to enhance teacher discipline and the quality of basic education.

METHODS

This study employed a quantitative research approach with a descriptive design to analyze teachers' disciplinary behavior during the learning process in an objective and systematic manner. A descriptive quantitative design was selected because it allows the researcher to measure observable behavioral variables using numerical data and to present an accurate depiction of existing conditions without manipulating the research setting. This approach is particularly appropriate for examining discipline-related behaviors, which can be operationalized through structured indicators and analyzed statistically to reveal patterns and relationships.

The research was conducted at SD Negeri 11 Pancung Soal, an elementary school where preliminary observations indicated variations in teacher discipline, particularly in terms of punctuality, classroom management, and teacher–student interaction. The population of this study consisted of all active teachers at the school during the period of data collection. From this population, a sample of six teachers was selected using purposive sampling. The selection criteria included active teaching status, a minimum of five years of teaching experience, and representation of different subject areas. This sampling technique was applied to ensure that the participants possessed sufficient instructional experience and were actively involved in the learning process, thereby providing relevant and reliable observational data.

Data collection was carried out through direct field observations using a structured observation questionnaire designed to measure teacher discipline across multiple dimensions. Each teacher was observed during two separate class sessions, resulting in a total of twelve observation sessions. This repeated observation strategy was implemented to enhance data reliability and reduce the potential influence of situational factors on a single observation. The observation instrument consisted of ten indicators of teacher discipline, including punctuality, classroom management, teacher–student interaction, appropriateness of material delivery, use of learning media, adherence to instructional schedules, administrative accuracy, consistency in learning evaluation, discipline in following school rules, and professional commitment.

Each indicator was assessed using a five-point Likert scale, ranging from 1 indicating very poor performance to 5 indicating very good performance. The observations were conducted by the researcher, who recorded teacher behavior objectively based on predefined criteria for each indicator. To support the primary observational data, secondary data were collected from school documents, including teaching schedules and teacher attendance records. These documents were used to validate observational findings related to punctuality and schedule adherence.

Prior to data collection, the observation instrument underwent content validation through expert judgment to ensure that the indicators accurately reflected the construct of teacher discipline. Reliability testing was conducted using Cronbach's Alpha, with a coefficient greater than 0.70 indicating acceptable internal consistency. These procedures were undertaken to ensure that the instrument was both valid and reliable for measuring teacher disciplinary behavior in the classroom context.

Data analysis was performed using Statistical Package for the Social Sciences (SPSS) version 25. Descriptive statistical techniques, including mean scores, medians, and standard deviations, were used to describe the overall level of teacher discipline as well as performance across individual indicators. These statistics provided a comprehensive overview of disciplinary behavior patterns among the observed teachers. In addition, inferential statistical analysis was conducted to examine relationships between selected discipline indicators. Pearson's correlation test was applied when the data met normality assumptions, which were assessed using the Kolmogorov–Smirnov test. In cases where the data were not normally distributed, non-parametric alternatives such as Spearman's rank correlation were employed.

All statistical tests were conducted at a significance level of 5 percent ($\alpha = 0.05$). The analysis aimed to identify meaningful associations between dimensions of teacher discipline, such as the relationship between punctuality and classroom management, as well as between professional commitment and teacher–student interaction. These relationships were examined to provide deeper insights into the multidimensional nature of teacher discipline and its implications for the learning process.

The research procedure began with obtaining formal permission from the school administration, followed by the scheduling of observation sessions in coordination with participating teachers. Observations were conducted without intervention to ensure that teaching activities proceeded naturally. After data collection, the recorded data were coded, processed, and analyzed statistically. The results were then interpreted in relation to existing literature to formulate conclusions and recommendations aimed at improving teacher discipline and enhancing the quality of learning in elementary schools.

RESULTS AND DISCUSSION

Overall Level of Teacher Discipline

The analysis of observational data indicates that the overall level of teacher disciplinary behavior at SD Negeri 11 Pancung Soal is categorized as fairly good. Based on the descriptive statistics, the overall average discipline score across all observed indicators is 3.37 on a five-point Likert scale, with a median value of 3.25 and a standard deviation of 0.68. This finding suggests that teachers generally demonstrate an acceptable level of discipline during the learning process, although their performance has not yet reached a high or optimal level. The moderate standard deviation reflects noticeable variability in disciplinary behavior, indicating that discipline is not practiced uniformly among teachers.

This condition aligns with previous empirical studies reporting that teacher discipline in elementary schools often remains at a moderate level due to differences in professional commitment, time management skills, and institutional supervision (Santoso, 2018; Fatmawati, 2023). While basic disciplinary standards are generally met, consistency across instructional practices remains a challenge.

Descriptive Analysis of Teacher Discipline Indicators

Table 1. Descriptive statistics of teacher discipline indicators

Discipline Indicator	Mean	Median	Standard Deviation
Punctuality	3.17	3.00	0.75
Classroom management	3.50	3.50	0.61
Teacher–student interaction	3.00	3.00	0.82
Appropriateness of material delivery	3.67	4.00	0.49
Use of learning media	3.33	3.00	0.82
Adherence to instructional schedule	3.00	3.00	0.89
Administrative accuracy	3.50	4.00	0.54
Consistency in learning evaluation	3.33	3.00	0.82
Discipline in following school rules	3.67	4.00	0.52
Professional commitment	3.50	3.00	0.71
Overall average	3.37	3.25	0.68

A detailed examination of disciplinary behavior across ten observed indicators reveals varying levels of performance, as presented in Table 1. The indicators with the highest mean scores are the appropriateness of material delivery and discipline in following school rules, both recording a mean value of 3.67. These results indicate that teachers generally demonstrate adequate preparation in delivering instructional content and show compliance with formal school regulations. Observations suggest that lesson materials were mostly aligned with curricular objectives, supporting findings from previous studies that highlight teachers' tendency to prioritize formal instructional responsibilities (Hidayat & Lestari, 2022).

Classroom management, administrative accuracy, and professional commitment also demonstrate relatively strong performance, each with a mean score of 3.50. These indicators suggest that teachers are generally capable of maintaining

classroom order, completing administrative tasks, and fulfilling professional obligations. Such behaviors are essential for establishing a structured learning environment and have been identified in the literature as core components of effective teaching practice (Ibrahim et al., 2023).

In contrast, the lowest mean scores are observed in teacher–student interaction and adherence to instructional schedules, both with a mean value of 3.00. Observational data indicate that classroom interactions were predominantly teacher-centered, with limited opportunities for students to actively participate in discussions or collaborative learning activities. This condition may limit student engagement and contradict the principles of the Merdeka Curriculum, which emphasizes active and student-centered learning (Suyanto & Jihad, 2017). Similarly, weaknesses in schedule adherence were reflected in delayed lesson starts, reducing effective instructional time. Previous studies have emphasized that such delays can negatively affect learning effectiveness and student motivation (Jumriah & Putri, 2019; Rahman & Dewi, 2021).

Punctuality also emerged as a relatively weak indicator, with a mean score of 3.17. Although teachers generally arrived for teaching sessions, several observations documented delays in lesson initiation. This finding reinforces earlier research highlighting punctuality as a critical yet frequently problematic aspect of teacher discipline in elementary schools (Nuraini, 2023).

Variation in Discipline Levels among Teachers

Table 2. Average teacher discipline scores by teacher

Teacher	Average Discipline Score
Teacher 1	3.58
Teacher 2	3.17
Teacher 3	3.33
Teacher 4	3.42
Teacher 5	3.25
Teacher 6	3.42

Analysis at the individual teacher level reveals notable variation in disciplinary behavior, as shown in Table 2. Average discipline scores range from 3.17 to 3.58 across the six observed teachers. Teacher 1 achieved the highest average score of 3.58, indicating relatively consistent discipline across observed indicators, particularly in material delivery, classroom management, and compliance with school rules. Conversely, Teacher 2 recorded the lowest average score of 3.17, reflecting challenges related to punctuality and limited teacher–student interaction.

The remaining teachers demonstrated moderate discipline levels, with average scores ranging between 3.25 and 3.42. This variation suggests that teacher discipline is influenced by individual factors such as professional commitment, habitual teaching practices, and time management abilities. These findings support previous research indicating that differences in teacher discipline often stem from varying levels of motivation and work ethic (Sukaesih, 2019; Wibowo, 2022).

Correlation between Discipline Indicators

This table presents the Pearson correlation coefficients examining the relationships between selected dimensions of teacher discipline. Statistical significance is indicated at the 0.05 and 0.01 levels.

Table 3. Pearson Correlation between Selected Teacher Discipline Indicators

Discipline Indicators	Punctuality	Classroom Management	Teacher–Student Interaction	Professional Commitment
Punctuality	1.00	0.65*	–	–
Classroom management	0.65*	1.00	–	–
Teacher–student interaction	–	–	1.00	0.72**
Professional commitment	–	–	0.72**	1.00

Notes:

$p < 0.05^{**}$ $p < 0.01$

Inferential statistical analysis reveals significant relationships between selected dimensions of teacher discipline. Pearson correlation analysis indicates a positive and statistically significant relationship between punctuality and classroom management, with a correlation coefficient of 0.65 at a significance level of $p < 0.05$. This finding suggests that teachers who begin lessons on time tend to demonstrate more effective classroom management, likely due to better lesson organization and reduced instructional disruption.

In addition, a strong positive correlation is found between teacher–student interaction and professional commitment, with a correlation coefficient of 0.72 at $p < 0.01$. This result indicates that teachers with higher levels of professional commitment are more likely to engage in dynamic and meaningful interactions with students. These findings reinforce the view that teacher discipline is a multidimensional construct in which improvements in one aspect may positively influence others, consistent with prior studies (Yusuf & Santoso, 2023).

The findings of this study provide empirical evidence that teacher disciplinary behavior at SD Negeri 11 Pancung Soal is generally at a fairly good level, yet still characterized by notable weaknesses in key dimensions such as punctuality and teacher–student interaction. This result confirms that teacher discipline in elementary education is not a uniform construct, but rather a multidimensional phenomenon influenced by individual, institutional, and contextual factors. The overall discipline score of 3.37 suggests that while teachers have met minimum professional standards, the quality and consistency of disciplinary practices remain insufficient to fully support effective and student-centered learning.

One important finding of this study is that indicators related to formal and technical responsibilities, such as appropriateness of material delivery and compliance with school rules, received the highest scores. This suggests that teachers tend to prioritize aspects of discipline that are directly evaluated or formally regulated. This pattern is consistent with previous research indicating that teachers are generally more compliant with structural and administrative requirements than with pedagogical behaviors that demand higher levels of reflection and interaction, such as engaging students actively in the learning process (Santoso, 2018; Hidayat & Lestari, 2022). While such compliance contributes to instructional order, it may not be sufficient to foster meaningful learning experiences if not accompanied by interactive and student-centered practices.

In contrast, the relatively low scores for teacher–student interaction and adherence to instructional schedules highlight persistent challenges in the practical implementation of discipline during classroom instruction. Limited interaction

suggests that teaching practices remain predominantly teacher-centered, with insufficient opportunities for students to participate actively in discussions or collaborative activities. This finding aligns with Nuraini (2023) and Rahman and Dewi (2021), who argue that weak instructional interaction reduces student motivation and undermines learning effectiveness. In the context of the Merdeka Curriculum, which emphasizes active learning and learner autonomy, such limitations represent a critical gap between policy expectations and classroom realities.

Punctuality also emerged as a problematic dimension of teacher discipline. Although teachers generally fulfilled their teaching duties, delays in lesson initiation were frequently observed, resulting in reduced effective learning time. This finding reinforces earlier studies that identify punctuality as a fundamental yet often neglected aspect of teacher professionalism (Jumriah & Putri, 2019; Bariroh, 2015). Delayed lesson starts not only disrupt instructional flow but also model undisciplined behavior for students, potentially weakening students' own attitudes toward time management and responsibility.

The variation in discipline scores among individual teachers further underscores the role of personal and professional factors in shaping disciplinary behavior. Teachers with higher overall discipline scores tended to demonstrate stronger professional commitment and more consistent classroom management practices. Conversely, teachers with lower scores showed difficulties particularly in punctuality and interactive engagement. This variation supports Sukaesih's (2019) assertion that teacher discipline is closely linked to motivation and work ethic, rather than being solely determined by institutional rules. These findings suggest that disciplinary improvement strategies should be differentiated and tailored to individual teacher needs rather than applied uniformly.

The correlation analysis provides additional insights into the interconnected nature of teacher discipline. The positive relationship between punctuality and classroom management indicates that time discipline plays a foundational role in structuring effective learning environments. Teachers who start lessons on time are more likely to manage instructional activities efficiently, maintain classroom order, and achieve learning objectives. This finding corroborates Yusuf and Santoso (2023), who emphasize that time management competence is a key predictor of instructional effectiveness.

Similarly, the strong correlation between professional commitment and teacher-student interaction highlights the affective and ethical dimensions of discipline. Teachers who demonstrate higher levels of professional commitment are more inclined to engage students actively, foster positive classroom relationships, and invest effort in creating supportive learning environments. This result aligns with the theoretical perspective proposed by Suyanto and Jihad (2017), which conceptualizes discipline as an expression of professional character rather than mere rule compliance. It also supports Ibrahim et al. (2023), who argue that teacher commitment significantly contributes to both instructional quality and student character development.

From a practical perspective, the findings of this study suggest that efforts to improve teacher discipline should move beyond enforcement-oriented approaches and focus on professional development and institutional support. Training programs that emphasize time management, interactive teaching strategies, and reflective practice may help teachers strengthen weaker dimensions of discipline. Additionally, school leadership plays a critical role in fostering a culture of discipline through consistent monitoring, constructive feedback, and recognition of exemplary practices, as suggested by Suciñana (2022).

This study also contributes to the existing literature by providing observational evidence of teacher discipline in a real classroom context. Unlike studies relying solely on self-reported data, the use of direct observation allows for a more objective assessment of disciplinary behavior and reduces the risk of response bias. However, the study is not without limitations. The small sample size and focus on a single school limit the generalizability of the findings. Nevertheless, the results offer valuable insights into the practical challenges of implementing disciplined and student-centered teaching practices in elementary schools.

CONCLUSION

The disciplinary behavior of teachers at SD Negeri 11 Pancung Soal is generally at a fairly good level, but still shows weaknesses in terms of punctuality and less dynamic interaction with students. These findings indicate that teacher discipline is not only related to the fulfillment of formal obligations, but also greatly influences the effectiveness of learning and the achievement of the Merdeka Curriculum objectives. The practical implication of this study is the importance of implementing time management and classroom training programs for teachers to improve aspects of discipline that are less than optimal. In addition, schools need to develop a structured monitoring and reward system to maintain and improve teacher discipline on an ongoing basis. Theoretically, the results of this study reinforce the concept of teacher discipline as a multidimensional variable that contributes to student learning motivation and the quality of basic education. Further research is recommended to examine other factors that influence teacher discipline and its impact on student learning outcomes and the implementation of the new curriculum in greater depth using a qualitative approach.

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