

The Importance of Ethical Learning Discipline Studied Based on Scientific Ethics for Students In Elementary School

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Abstract: Discipline is closely related to students' disciplinary character formation at school. Forming a penal character makes students more independent and responsible for themselves. Students who practice learning discipline develop the habit of obeying the rules so that the learning process runs smoothly and learning goals are achieved. Cultivating discipline can increase learning motivation, learning achievement, and learning outcomes are essential plans to be completed in school. This research aims to use descriptive qualitative methods by describing the phenomena found in the field. The research subjects used three teachers and three students to describe the behavior of learning discipline seen from scientific ethics at SDN Mojolangu 3 Cirebon City. The data collection techniques used were interviews, observation, and documentation at one of the elementary schools. Based on the results of data presentation and analysis, it is known that the importance of learning discipline ethics based on scientific ethics has been exceptionally well implemented at SDN Mojolangu 3 Malang City. Habituation of disciplinary character that starts from small things teaches children to habituate themselves to become disciplined individuals. Teachers can take a role in forming and habituating penal attitudes in students so that students are motivated to continue to do positive things with discipline and make students become independent individuals.

Keywords: Disciplined behavior, ethics in learning

INTRODUCTION

Education is a means to develop character through teaching morals, mental ethics, and spirituality and instilling constructive behavior to shape students' personalities during the learning process (Amalda & Prasojo, 2018). Schools shape students' disciplinary character in behavior, such as obeying existing school regulations. The disciplined attitude that children must have is one of the characteristics that will be formed at school. Discipline must be nurtured as early as possible and applied to students to include students with good morals and ethics because they have a disciplined attitude (Mardikarini & Putri, 2020). Discipline is an action that requires behavior to be orderly and obedient to existing rules, following these rules by making self-habituation (Haryono et al., 2016). With the formation of a disciplined attitude in the school environment, the learning process and learning objectives will run well. The learning atmosphere is created to be conducive because students obey the rules correctly, and learning becomes memorable and meaningful, which can improve student achievement or learning outcomes with a disciplinary attitude that is consistently applied at school (Ilmu et al., 2023).

Discipline is behavior that results from continuous and repeated teaching by applicable laws. The habituation of self-discipline will shape the character of good and moral students (Cartledge et al., 2001). Discipline will teach children to be responsible and regulate themselves

for their actions in acting or doing something. Habituation of discipline can be instilled in the school environment as an environment where students learn to shape their character and personality (Maccallum, 1993). Discipline is invested in the child's school environment, such as being obedient and orderly in doing the tasks given by the teacher. Learning discipline is a habitual attitude that students must instill from an early age to cultivate the habit of discipline (Annisa, 2019). Discipline in learning brings many benefits and good behavior that students can emulate. Learning discipline familiarizes children with obeying the rules in class and doing assignments on time. Thus, it can teach children to think and improve their thinking ability to a complex stage.

The effectiveness of the learning process at school depends on student compliance with school regulations. Thus, many parties, such as principals, teachers, or counseling guidance, have tried institutionalizing discipline in the school environment. Discipline coaching seeks to equip students with self-control to refrain from less commendable actions in the school environment and society (Astrid et al., 2021). Disciplinary habituation is very supportive and necessary for teachers to assess student development in shaping the character and personality of children. Discipline means an attitude instilled to obey the rules in school and shape the child's personality (Fiara et al., 2019). Disciplinary habituation can be done with the simplest habituation by not being late for school and obeying existing rules. Thus, the child's penal character can be an example or role model for his friends. Students must have a disciplined attitude toward learning. Learning discipline can be applied through simple things students do, such as not littering.

Discipline is one of the means of character or personality building that is formed through daily habituation. Field in learning can increase students' motivation and enthusiasm to get good grades and a good attitude that students expect (Putra et al., 2019). Students' ability to think critically and build their knowledge is enhanced by learning. In line with this, it explains that discipline needs to be through habituation, usually instilled through activities that students typically carry out. Self-discipline habituation needs to be applied to students as an example, namely (1) disciplining themselves and controlling themselves without being handled by the teacher. So that these students can apply the habituation of disciplinary character from an early age, (2) the key to the optimal level of application of discipline as understood by specialists from time immemorial, (3) students obey and obey the applicable rules to instill self-discipline to grow from within themselves to create a conducive and enjoyable learning goal. (4) obeying the rules that apply in the classroom provides many benefits in social life (Dani et al., 2018).

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provides many benefits in social life (Martsiswati & Suryono, 2014). A comfortable environment and more meaningful learning will result in good learning discipline. Students with learning discipline will be organized in doing assignments and obeying existing rules (Muratama, 2018). To create a more comfortable, supportive, and meaningful learning atmosphere for students, learning objectives will be easily achieved. The existence of habituation in children teaches the attitude of learning discipline to develop talents and motivational interests that are formed through the perspective of discipline that they continue to do. Children's behavior can be changed with the conduct or character of discipline carried out when faced with being responsible for doing the task until it is completed.

Learning discipline applied at school brings many benefits in students' personal lives, such as obeying when doing assignments on time, not skipping lessons, not saying harsh words, and using uniforms according to their schedule. Thus, the more frequent habituation of self-discipline familiarizes cultivating good discipline values. The older the child will feel, the stronger his attitude of discipline when he is used to doing disciplinary things. Habituation of the field will make it easier for students to do something and are used to being by the rules and procedures that have been arranged (Febriyanto et al., 2020). With the existence of learning discipline, students not only obey the implementation of the field in doing assignments at school but always utilize time to learn and explore their knowledge.

Ethics is a moral theory that examines the ethical principles that underlie human behavior (morals). Ethics is closely related to the rules or norms that apply in society that must be obeyed and carried out to do life correctly and in harmony. Learning in the classroom involves learning ethics when students learn in class (Saida, 2019). Applied ethics help shape the character of disciplined students with good feelings. Learning is an activity to increase knowledge and insight through direct experience carried out consciously and well-implemented (Mardiana, 2017). Learning also occurs through interaction between two or three people in the same learning environment with the same goal: learning to increase your desired knowledge. Through learning, students can change their initially wrong behavior into the correct behavior. By learning, we can know the right and wrong things to do.

Learning is a change in behavior that a person experiences by showing the existence of stimulus and response or the presence of stimuli and responses from people seeking knowledge through the learning process they take. Learning also applies affective, cognitive, and psychomotor aspects that must be obtained by a person when learning (Djuwita, 2017). When students engage in activities that allow them to have skills, knowledge, or behaviors they did not previously have, it is part of the learning process. Learning must also pay attention to the forms and principles that must be carried out so that learning seems complex and exciting. Learning must be purposeful and directed, leading to achieving the goals that will be expected through the guidance of teachers and textbooks.

Psychologically, learning is a change based on a pattern of interaction with the environment in meeting their needs. Exchange does not study subjects but through direct experience that they experience through developing their interests, solving problems encountered while doing assignments, and fostering a sense of skills that must be possessed (Lestari et al., 2020). By learning, students gain more profound knowledge and experience of

something and gain new safety and expertise. Learning ethics are commonly defined as morals and morals—the link between ethics and character development in human learning. On the one hand, morals are necessary for learning as a human activity (Cahyo, 2017). Learning is an activity that requires logic or morals to know how to behave. The learning process teaches how human activities need morals and how to learn from unique human qualities and characteristics. Behavior related to good and bad things humans do is closely related to the ethics the person owns (Mutiani et al., 2021). Learning activities often received about values and ideas need to be studied rationally, critically, profoundly, and systematically. Thus, the rules or norms followed and obeyed during the learning process are not just social customs or habits but a solid foundation. Therefore, learning ethics is a set of moral principles that seek to help students foster actualization in students.

The habit of discipline at school is discipline in the dress code, study time management, and following the rules at school. School learning discipline includes dress, time, study, and discipline in obeying school rules (Astrid et al., 2021). Schools apply rules or regulations that students must abide by and implement when in the school environment, both in class and outside the classroom. Based on the results of observations made by researchers, researchers found several problems related to disciplinary behavior that applies in the school environment, such as (1) doing assignments more than the time limit set by the teacher, (2) students being too busy and calm by themselves, (3) students are busy and calm by themselves during learning and (4) some students like to interfere with their friends when playing.

Discipline means people who obey and comply with the rules that have been applied. Discipline learning can first be used in a family environment that teaches children to behave politely, obey parents, and follow the rules when they are outside. Discipline is a place to teach, shape, and train children to determine their lives according to their developmental stage (Hartini, 2018). Development in children is closely related to one's self-control of the rules set and obeyed by many people. These rules positively impact the individual in forming a disciplined character. Discipline is the habituation of student behavior through growth and development through educating, guiding, leading, and directing toward better habits. Discipline also involves self-control by following the rules imposed by the person concerned or individuals from outside. From the above opinion, it can be concluded that to develop responsibility and live a more orderly life, discipline is a behavior that must be created and pursued on its own accord or regardless of demands from outside itself. For disciplinary behavior to develop, students are taught to take responsibility for their safety and well-being.

Learning discipline is seen in students' daily habits in school. Habituation of discipline can improve the abilities and knowledge that students should develop. Disciplinary attitudes applied at school can foster students to follow school rules and build character in children. Learning discipline behaviors that students at school can apply are: (1) the application of discipline to obedience and compliance that children must obey, (2) doing assignments by the rules agreed upon by the teacher, (3) learning at school must be in an orderly manner to accustom students to discipline by starting to follow learning on time and directed, (4) discipline in following or applying the applicable rules, namely student behavior that is carried out based on their self-awareness (Anggraini et al., 2017).

One form of student self-control is by applying learning discipline that must be applied and well-embedded by students. Order in following directed lessons can create exciting and more memorable learning. The implementation of discipline can be seen from the behavior carried out in everyday life. Straightforward disciplinary attitudes that students can be doing and collecting assignments on time, obeying the rules at school, and carrying out obligations properly, such as coming to school on time and studying independently at home when doing school assignments. Discipline habituation will teach students to be obedient and punctual in doing things, especially school assignments. Based on the results of observations made by researchers, researchers are interested in conducting research related to the application of student learning discipline from the point of view of scientific ethics that runs in elementary schools. This research aims to find out how important the application of learning discipline ethics is based on scientific ethics in elementary schools that apply learning discipline. Learning that applies ethics during the teaching and learning process will make it easier for teachers and students to achieve the learning goals. Learning seems fun because it shapes student character through a disciplined attitude consistently applied at school.

METHODS

The method used in this research uses qualitative research with a case study of student discipline behavior. This research seeks to describe the disciplinary behavior of students when learning in class and discipline in the school environment. The descriptive research method examines the current situation based on data that is more in the form of words arranged based on the form of stories or events and analyzes relevant data obtained from scientific situations at the interview stage, using three teacher subjects and three student subjects at SDN Mojolangu 3 Malang City to describe the discipline behavior that exists in one of the elementary schools. The observations were observing students' disciplinary behavior in elementary school and the teacher's response to students' disciplinary behavior. Data is systematically finding and obtaining data through interviews, observations, and documentation to obtain valid and verifiable data (Sugiyono, 2015).

RESULT AND DISCUSSION

The primary data related to the ethics of learning discipline at SDN Mojolangu Malang City was obtained from interviews with three teachers and three students. The following is a table of interviews with three teachers at elementary schools.

Table 1. Results of interviews with teachers regarding the application of student discipline ethics

Source	Interview Result
Teacher 1	Based on the results of interviews with teachers, the teacher said that the application of disciplinary ethics has been going well. Discipline has been implemented since long ago, and the 2013 curriculum teaching character education, including disciplinary character, makes students more disciplined. When coming to school, students come earlier than their teachers, and it is rare to find students who are late on weekdays at school doing assignments. Students do and submit assignments according to the deadline given by the teacher to students, when taking tests, students learn to do it themselves and do not make a habit of cheating when students wear uniforms and obey the rules at

school. Thus, the application of learning discipline has been carried out well, and there is a need to increase student discipline so that students are accustomed to a disciplined life.

Teacher 2 Based on the results of an interview with one of the teachers, the teacher said that the habituation of student learning discipline has been going well. The school has long made discipline a habit or character that children must possess. Every morning, the teacher waits for students in front of the gate while checking the completeness of the clothes that students have, paying attention to students who come to school early. That way, the application of discipline has gone well. Students always obey the rules that apply at school, get used to not saying dirty words, and always do their assignments according to the time determined by the teacher. When children learn, they respect and appreciate their friends when speaking or arguing, do not cheat or do assignments at school, and have ethics when they ask and answer questions. Thus, learning discipline is constructive for teachers in achieving learning goals and character-building in children.

Teacher 3 Based on the results of an interview with one of the teachers, the teacher said that the disciplinary behavior applied in this school is good and running correctly. Students apply the rules at school with disciplinary habits that are always carried out, such as not coming late. Students always come to school wearing neat clothes and arrive on time before learning begins. Disciplinary habits have been embedded in students formed through the family. The application of learning discipline has been running and is applied by students every day. In the classroom, students follow the rules made by their teachers, such as submitting assignments on time, arriving and entering the class 15 minutes before the lesson starts, wearing neat clothes or uniforms, bringing textbooks according to the lesson schedule made by the teacher, following the teacher's rules when friends ask questions, speak or argue students are invited to respect their friends. That way, the application of discipline indirectly forms character in students to always be disciplined.

Based on Table 1 above, it can be concluded that the importance of learning discipline ethics is studied based on scientific ethics applied in elementary schools. Discipline also teaches a form of disciplinary character in students that must be fostered when children are in their learning environment. Learning must apply a disciplined attitude to form the character of moral, polite students who can improve student achievement through disciplined behavior. Learning discipline is part of the internal process of education. Because in addition to teaching, teachers must also train students to achieve optimal development. This development can be through stages in learning affective, cognitive, and psychomotor aspects by consistently applying discipline to these students. Discipline teaches students to be responsible and independent in carrying out tasks or solving problems they face.

Discipline habituation begins in the classroom, which is instilled and familiarized by teachers and students, such as doing assignments on time, obeying classroom rules, not making noise, and not disturbing during the teaching and learning process. Teachers provide direction and input to students by implementing a disciplined life, which will bring many benefits, including student achievement, motivation, and learning outcomes. The habituation of discipline can make students excel and have good disciplinary character.

Discipline has a function for self-control, control over rules, and obeying existing regulations. Certain behaviors must be punished if they do not obey the rules or are not self-disciplined, helping to control their behavior and actions to develop a conscience to guide students' actions (Dakhi, 2020). From these various statements, it can be concluded that a disciplined attitude will create a conducive learning environment, building a strong personality as an investment in the future and teaching to be responsible for themselves and the surrounding environment.

Researchers also conducted interviews with three students at elementary schools. The following are the results of interviews regarding the importance of learning discipline ethics.

Table 2. The results of interviews with students regarding the application of learning discipline ethics

Source	Interview Result
Student 1	Based on the results of an interview with one of the students, the student said that he had implemented a disciplined attitude starting from the family environment and taught through habituation at school. The student said that he must be present on time, not be late, do the assignments given by the teacher on time, and obey the rules at school. The habit of discipline teaches the student to be more responsible for himself or the tasks the teacher gives.
Student 2	Based on the results of an interview with one of the students, learning discipline has been applied at school since the beginning of entering school, starting from the introduction of the school environment starting in grade one, and has become a habit until now. The student is always disciplined in doing assignments and does not cheat on tests to become honest. They are wearing the school uniform according to the day and schedule that has been determined. They are being a disciplined student in order to become an outstanding child. Discipline teaches you to be responsible, independent, and care for yourself and others.
Student 3	Based on the interview results, the student said he had implemented learning discipline. When in class, the student learns on time in doing assignments, respects friends who are asking or arguing, respects the teacher when teaching in class, does not make noise in the classroom, does not litter, does not say dirty words, brings textbooks according to the lesson schedule, wears uniforms according to the schedule determined by the school, arrives on time and obeys all the rules in the school. Discipline teaches independence and order.

Based on Table 2, the researcher concludes that learning discipline behavior in this elementary school has been applied since the beginning of their entry; students are invited to obey the rules and be orderly in the school environment. Habituation of self to be disciplined starts with simple things that are easy for students to understand, such as coming to school on time. When students come to school on time, they do not miss lessons and skip lessons with the habituation of discipline, which also teaches independent and honest character. The teaching and learning process at school can run smoothly with a conducive atmosphere seen from implementing the discipline these students have applied.

Student learning discipline is seen from the aspect of obedience to the learning process, such as compliance with general provisions that the school has determined must be obeyed by students, compliance with lesson involvement, such as arriving on time, not skipping lessons, and doing assignments according to time, and compliance with prohibitions that apply at school such as not being allowed to bring sharp weapons to school, not fighting or making noise. Discipline is a form of compliance with rules and regulations with two indicators: time discipline and discipline of action. Learning discipline has several functions, including familiarizing oneself and increasing awareness (Wahab et al., 2021).

Learning discipline seen from the aspect of punctuality has been carried out well and as much as possible seen from the discipline of students on time to attend class and at school and on time in returning home from school, meaning that students can manage their time well when going to school, not leaving class and school during the learning process, which means teaching students discipline to keep learning according to the time of return, punctuality in doing assignments means that students can manage time in completing assignments not procrastinating work and preparing time to do assignments and study thus, students are getting used to discipline in doing assignments on time both school and home assignments.

Discipline teaches and fosters an attitude of responsibility in oneself seen from the aspect of daring to bear risks, which means that disciplined students dare to bear the risks that will be faced in the future; having an independent attitude means that discipline fosters an independent attitude in students even though it has not been implemented optimally and still requires the help of others, doing obligations means that students can fulfill and complete their obligations correctly. Self-control means that students can control and control themselves in doing things they think are good (Kusumawati et al., 2017). Student discipline is an aspect that is done consciously and purposefully to form a moral character and make a more organized person and obey existing regulations. Discipline can also increase student achievement and independence in behavior and independence of control to improve themselves, such as the activity of knowledge to understand and realize what is owned in themselves.

Efforts to discipline students at school teachers can help develop a norm-conscious person, which means that students understand the limits of the norms or rules that apply, can control themselves, and carry out obligations directly to understand the prohibitions that should not be done in the school environment. In addition, the teacher's job in disciplining students is to help children realize their identity and have responsibility, which means that after students know and understand the norms and their existence as individuals (A. M. Sardiman, 2011). If the cultivation of discipline is not applied to students, students will experience failure in achieving the development of their identity or a sense of responsibility in themselves.

School discipline can be improved in several ways to develop a disciplined school and form a disciplined character by implementing or fostering a sense of love for the school. Students love for school means that students feel that they are an essential part of the school, students can exchange ideas with teachers, tell experiences or lessons that are difficult, and teachers provide solutions and motivation to enlighten these students so that a sense of pride in themselves appears.

Organizing cooperation between students, school staff, teachers, and school parties means that the school can accommodate suggestions and input from students to solve problems that violate school rules and other obstacles experienced by students. Developing school rules can also increase students' sense of discipline by asking for students' suggestions and opinions regarding the rules applied by the school and giving prizes to students who obey the rules at school so that all students are motivated to obey them and apply themselves to become disciplined students. This activity can be done by communication or relationships with teachers and parents so that the relationship between teachers and parents continues to run well and can solve problems related to students at school. Teachers' efforts in habituating discipline in students with several methods, including habituation, exemplary lectures, discussions, and simulations. The formation of a student's disciplined character is supported by several factors that influence the success of internal and external factors, which must run and be interrelated so that the formation of a disciplined character can run well and become a habit in students.

CONCLUSIONS

Based on the results of the explanation and analysis of the data above, the importance of learning discipline ethics based on scientific ethics is quite well implemented at SDN

Mojolangu 3 Malang City. The habituation of disciplinary character that starts from small things teaches children to habituate themselves to become disciplined individuals. Disciplinary habituation teaches children to form independent and responsible characters for themselves and the environment. Teachers can take a role in the formation and habituation of disciplinary attitudes in students so that students are motivated to continue doing positive things with discipline and make students become independent individuals. A disciplined character can improve student achievement and learning outcomes, making students excel because they are disciplined about the tasks and lessons learned at school.

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