

Managing Students to Build Discipline : A Case Study At *Islamic Senior High School, Islamic Centre.*

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Abstract:

This study is driven by the persistent issue of low student discipline at Islamic Senior High School, Islamic Centre, Cirebon Regency, as evidenced by the frequent violations of school regulations. The research aims to explore three key aspects: the implementation of student management, the current level of student discipline, and the role of student management in fostering improved discipline among students. Employing a qualitative methodology with a descriptive approach, data were obtained through semi-structured interviews, participatory observations, and document analysis. The data analysis process involved categorizing findings and organizing them into thematic structures aligned with the research objectives. The results reveal that student management at MA Islamic Centre is generally well-implemented, as demonstrated by initiatives such as student orientation programs, routine morning assemblies, and the enforcement of disciplinary measures. Nonetheless, challenges persist, particularly in the form of low student motivation and negative environmental influences. Informants include the Head of the Madrasah, the Deputy Head of Student Affairs, teachers, and students. The study concludes that structured and consistent student management practices play a crucial role in enhancing student discipline.

Keywords: Student Management, Discipline, Educational Leadership, School Regulation Compliance

INTRODUCTION

Effective student management is a fundamental pillar in every educational institution, functioning as a strategic mechanism to regulate student behavior, foster discipline, and enhance academic achievement. It goes beyond mere administrative documentation; student management represents a holistic process that encompasses planning, organizing, and developing students through all stages of their educational journey – from initial enrollment (input) to graduation (output) (Siregar et al., 2024; Thelma & Phiri, 2025). This process supports not only intellectual growth but also the development of student character, responsibility, and social values.

At *Islamic Senior High School, Islamic Centre, Cirebon Regency*, the implementation of student management is a central focus of institutional development. Despite structured efforts, preliminary observations reveal a

number of persistent issues, such as weak enforcement of rules, recurring student misconduct, and insufficient supervision related to disciplinary procedures. These problems are evident in behavioral indicators like tardiness, unexplained absenteeism, and violations of institutional norms.

Student management at *Islamic Senior High School*, Islamic Centre encompasses a broad range of components, including student admission and placement, attendance tracking, academic promotion, guidance and counseling, remedial and enrichment programs, transfers, as well as sanction and discipline systems (Huerta et al., 2023; SONG'ORO, 2023). Planning in this context is typically designed on a semester or annual basis to ensure coherence and continuity.

A particularly critical aspect of student management at *Islamic Senior High School*, Islamic Centre is the cultivation of discipline. The school has introduced various initiatives to reinforce disciplinary values, including structured student planning programs and the implementation of graduated sanctions for rule violations. These measures reflect a deliberate and systematic approach to student development, rooted in institutional planning and educational best practices (Brackett et al., 2025; Datnow et al., 2022).

Student management constitutes a systematic and structured effort to regulate, guide, and develop all aspects related to students, including behavioral supervision, character education, and the enforcement of institutional norms. As an integral part of school administration, student management plays a crucial role in cultivating discipline and moral integrity among learners. Effective student management begins with the formulation of clear policies and school regulations, which must be collaboratively designed by involving key stakeholders—teachers, students, and parents (Kim et al., 2022; Radebe, 2024). Such policies serve as behavioral guidelines that help students internalize the boundaries of acceptable conduct.

A pivotal strategy in this process is the implementation of positive habituation programs that embed discipline through routine and meaningful activities. These may include flag ceremonies, morning assemblies, congregational prayers, and designated "discipline hour" sessions. Through consistent participation, students are not only trained to follow rules but also nurtured to adopt constructive habits that endure into adulthood (Aziz & Zaman, 2023; Uyuni & Adnan, 2024).

Furthermore, schools must adopt a balanced reward and punishment system. Recognition—such as certificates, public acknowledgment, or praise—can enhance intrinsic motivation among disciplined students, while educationally oriented sanctions (e.g., additional assignments, service-based tasks, or direct teacher counseling) may be used to correct misconduct without compromising student dignity.

Discipline itself can be defined as a mental and behavioral disposition that reflects adherence to rules, responsibilities, and societal norms. It embodies a person's readiness to act in an orderly manner in accordance with established expectations (Kottawatta, 2025). According to Suryosubroto

(2009), discipline represents one's willingness to respect and comply with a binding system of regulations within a given environment. Despite its fundamental importance, empirical observations indicate that students at Madrasah Aliyah Islamic Centre have not fully internalized school rules, particularly in relation to punctuality, class attendance, and compliance with institutional codes. Common violations—such as habitual lateness, absenteeism, and disregard for school norms—suggest that regulatory enforcement is not yet maximally effective.

In some cases, more than 50% of students demonstrate low disciplinary levels, with tardiness being the most frequent issue. Disciplinary sanctions include tasks like cleaning the school environment, praying *dhuha*, or standing during class hours; students who arrive more than 30 minutes late may even be denied entry and sent home. These patterns underscore the urgency of strengthening student discipline—not merely as a tool for academic success, but as a foundational value for character formation and long-term self-regulation. In light of this context, the present study aims to investigate Student Management in Improving Student Discipline at *Islamic Senior High School*, Islamic Centre, Cirebon Regency.

RESEARCH METHOD

This study employed a qualitative approach with a descriptive design, aiming to explore and deeply analyze the implementation of student management in enhancing student discipline at *Islamic Senior High School*, Islamic Centre, Cirebon Regency. The qualitative paradigm was selected to facilitate a comprehensive understanding of social phenomena as experienced by individuals in their natural settings (Lim, 2025). Through this approach, researchers sought to uncover nuanced insights from direct interactions with the research subjects, enabling holistic interpretation grounded in field-based realities.

The research was conducted at *Islamic Senior High School*, Islamic Centre, Cirebon Regency. Data sources were purposively selected to ensure relevance and depth, comprising key informants involved in both policy formulation and implementation. Data were collected using triangulated techniques: participant observation, semi-structured interviews, and documentation analysis. Observations were conducted in naturalistic settings to capture authentic behavioral patterns; interviews provided subjective perspectives and experiences, while documentation (e.g., disciplinary records, school rules, and student activity programs) enriched the contextual understanding of student management practices.

For data analysis, this study applied the interactive model of Huberman & Miles (2002), consisting of four interconnected stages: (1) data collection, where empirical evidence is gathered from multiple sources; (2) data reduction, which involves filtering and simplifying the data to highlight the most relevant information; (3) data display, where data are organized visually or narratively to facilitate pattern recognition and interpretation; and (4) conclusion drawing and

verification, ensuring findings are grounded, consistent, and credible.

RESULTS AND DISCUSSION

Results

1. Student Discipline Management at Islamic Senior High School, Islamic Centre Cirebon

The cultivation of student discipline at *Islamic Senior High School*, Islamic Centre, Cirebon Regency, is carried out through a structured and continuous process that includes planning, implementation, and evaluation. This comprehensive approach is designed to instill discipline as both a behavioral standard and a moral value integrated into the school culture.

a. Planning Phase

Based on the results of in-depth interviews with key stakeholders, it is evident that the school has developed various discipline development programs as part of its strategic student management plan. These include the formulation of detailed school regulations, the organization of student orientation activities for new enrollees, and the implementation of routine programs such as morning assemblies and congregational prayers. These initiatives are deliberately planned at the beginning of the academic year and are aligned with the institution's vision to produce disciplined and morally upright students. The orientation program, in particular, serves not only as an introduction to school rules but also as a platform for fostering a sense of belonging and early adaptation among students.

b. Implementation of Student Development

In the implementation stage, the findings reveal that teachers and school staff play a central role in consistently communicating school rules and modeling disciplined behavior. Socialization of school norms is conducted through formal and informal means, complemented by daily monitoring of student conduct. Routine school activities—such as assemblies, collective prayers, and regular teacher-student interactions—serve as platforms for reinforcement of values and behavioral expectations. Furthermore, a system of periodic reporting is in place to track student compliance and to provide timely interventions when violations occur. This proactive approach creates a responsive and supportive environment for student growth.

c. Student Orientation and Class Placement

Interview data also suggest that student orientation is strategically scheduled during the first three days of the new academic year, following long school holidays. During this period, students are introduced to the physical, social, and academic environment of the institution. They are also briefed on the rules and expectations that govern school life. Class placement at *Islamic Senior High School*, Islamic Centre is determined through a preliminary aptitude and interest test, which assists in assigning students to either the Science or Social Studies tracks. This process ensures alignment between students' academic potential and their field of study, thereby enhancing engagement and learning outcomes. Moreover, the

school provides dormitory facilities for students residing far from campus, which plays a vital role in supporting consistent attendance and focus on academic life.

d. Extracurricular Guidance

The school also pays significant attention to the development of students' interests and talents through extracurricular activities. Based on the interviews, extracurricular implementation is scheduled to avoid any conflict with core teaching and learning sessions. Each activity is facilitated by assigned instructors who are responsible for mentoring students in their respective domains. Participation in extracurricular programs is voluntary, allowing students to choose activities that resonate with their personal interests and aspirations. This freedom fosters autonomy, responsibility, and intrinsic motivation among learners.

e. Evaluation Phase

Evaluation is an essential component in the cycle of student discipline management. According to the interview data, evaluations are conducted at the end of each semester during formal teacher council meetings. These evaluations are aimed at assessing the effectiveness of the discipline programs, identifying areas for improvement, and formulating follow-up actions for enhanced student guidance. The feedback gathered from these evaluations becomes the basis for revising and strengthening subsequent disciplinary interventions. This reflective process underscores the institution's commitment to continuous improvement and evidence-based practice.

In sum, the discipline management system at *Islamic Senior High School*, Islamic Centre is a multi-layered and participatory effort that integrates planning, execution, and evaluation. It reflects a dynamic approach that not only enforces compliance but also nurtures the character and autonomy of students within a value-based educational framework.

2. Exploring Student Discipline at Islamic Senior High School, Islamic Center Cirebon

Discipline is not merely a set of enforced rules, but a value system that shapes students' behavior and character in a structured educational environment. Based on the results of interviews conducted at *Islamic Senior High School*, Islamic Centre, Cirebon Regency, it was found that the majority of students have internalized various aspects of disciplined behavior. These include punctuality, proper dress code adherence, active participation in learning, and compliance with school norms. Such behaviors reflect the school's continuous efforts to foster a disciplined culture through daily habituation and consistent guidance.

a. Punctuality and Attendance

Interview data indicate that most students have shown commendable time management by arriving at school punctually and participating in academic activities in an orderly manner. However, infractions related to lateness and unexcused absences (*alpa*) remain

present, albeit among a minority. The school responds to these violations through educational sanctions such as requiring students to clean the school environment or engage in additional religious practices like *dhuha* prayers. Attendance monitoring is a key priority, as records show that approximately 15% to 25% of students in certain classes still neglect this crucial aspect. Each teacher is responsible for enforcing classroom-specific attendance policies, while persistent absenteeism triggers a structured follow-up process, beginning with verbal warnings and escalating to parental notification. This illustrates a commitment to ensuring student accountability and strengthening the relationship between school and family in managing student discipline.

b. Dress Code and Appearance

Discipline in attire is equally emphasized. Based on interviews with several students, it is evident that the school has successfully instilled an understanding of the importance of dressing according to institutional regulations. Students are expected to wear complete uniforms – shirt, tie, and black shoes. Any deviations, such as wearing colored shoes or sandals, or omitting uniform attributes, are met with formal warnings or disciplinary measures. This policy not only promotes a sense of identity and order but also serves as a medium for cultivating student responsibility and respect for institutional culture.

c. Cleanliness and Neatness

The school environment at *Islamic Senior High School*, Islamic Centre is characterized by a strong emphasis on cleanliness and order. Teachers and staff consistently supervise and instill the importance of personal hygiene, classroom neatness, and environmental care. These values are embedded in the school's routine, supported by picket schedules and direct modeling by teachers. Students are expected to maintain the cleanliness of both personal and shared spaces, and violations – such as littering or untidy appearances – receive appropriate corrective feedback. The proactive approach to environmental hygiene demonstrates the school's holistic perspective on discipline as encompassing both moral and physical order.

d. Politeness and Ethical Conduct

Another significant component of the school's disciplinary framework is the cultivation of politeness and ethical behavior. Interviews with educators reveal that students are regularly guided to exhibit respectful attitudes in communication and interaction, both with peers and teachers. Teachers model appropriate behavior and integrate character education into daily interactions, reinforcing values such as courtesy, empathy, and humility. Politeness is seen not as a mere social formality but as an ethical cornerstone that supports a respectful and conducive learning environment.

The findings from this study highlight that student discipline at *Islamic Senior High School*, Islamic Centre, Cirebon Regency, is fostered through an

integrative approach that combines formal regulation with habitual reinforcement. Punctuality, appearance, cleanliness, attendance, and politeness are key indicators of student discipline that are continuously monitored and supported by the school community. Educational sanctions are designed to be formative rather than punitive, and efforts are made to ensure consistency between policy and practice. The systematic integration of discipline into daily school life reflects the institution's commitment to shaping not only academically competent students but also morally grounded individuals.

3. Student Management's Contribution to Strengthening Discipline at the Islamic Center Senior High School

The vice principal for student affairs plays a pivotal role in the formulation and execution of student discipline programs within the institutional framework of *Islamic Senior High School*, Islamic Centre, Cirebon Regency. Based on interview findings, it was revealed that the vice principal holds primary responsibility for designing student development programs that align with the vision and mission of the madrasah. These programs are later reviewed and accounted for before the head of the madrasah as part of institutional accountability and educational governance.

In this capacity, the vice principal functions as both a program architect and an operational supervisor. One of their key contributions lies in overseeing student governance structures—most notably the *Organisasi Siswa Intra Sekolah* (OSIS)—and ensuring that these student-led bodies actively participate in promoting discipline and adherence to school regulations. Through regular coordination, mentoring, and monitoring of student leadership activities, the vice principal facilitates the internalization of school norms among students, thus reinforcing a culture of order, responsibility, and collective accountability.

Furthermore, the vice principal acts as a liaison between various stakeholders—teachers, students, and school leadership—to ensure that the disciplinary values embedded in school policies are consistently implemented across all layers of the institution. By translating abstract policies into actionable student programs and initiatives, the vice principal ensures that discipline is not merely a set of rules to be followed, but a shared value that is cultivated through daily interaction and engagement. Their strategic leadership supports the sustainability of a disciplined academic climate conducive to both cognitive and character development.

4. Barriers to Promoting Discipline at Islamic Senior High School, Islamic Center, Cirebon

While the student management system at *Islamic Senior High School*, Islamic Centre, Cirebon Regency, has been structured and executed with clear objectives, its implementation is not without challenges. Based on the results of interviews with key informants, several obstacles continue to hinder the optimal development of student discipline. One of the primary barriers identified is the lack of intrinsic motivation among certain students

to adhere to school rules. This phenomenon is largely attributed to external environmental influences—particularly peer pressure and unsupportive home environments—that counteract the values instilled at school.

In addition to external factors, limited parental involvement emerged as another significant constraint. The absence of active collaboration between parents and the school in monitoring student behavior has reduced the effectiveness of disciplinary interventions. Many parents, whether due to time constraints, lack of awareness, or differing educational values, are not fully engaged in reinforcing school discipline policies at home. This gap highlights the need for a more integrated approach that includes family participation as a crucial component of student development.

To address these challenges, the school has initiated several improvement strategies, as revealed in the interview data. A key initiative involves strengthening coordination and communication with parents through regular meetings, digital communication platforms, and increased transparency regarding student behavior and attendance. The school recognizes that sustainable discipline requires a triadic partnership among educators, students, and parents.

Furthermore, the school is in the process of enhancing its discipline monitoring system by leveraging digital technology, such as real-time attendance tracking applications. This innovation is expected to provide more accurate data, streamline reporting, and enable prompt interventions when issues arise. In parallel, the school is also intensifying positive habituation activities, including structured routines, moral education, and student engagement programs that promote self-discipline and character building.

These multi-faceted improvement efforts reflect the institution's commitment to developing a supportive and disciplined learning environment. By addressing both internal and external factors, at *Islamic Senior High School*, Islamic Centre aims to cultivate students who are not only compliant with rules but also internally motivated to uphold ethical and responsible behavior.

Discussion

1. Student Discipline Management at Islamic Senior High School, Islamic Centre Cirebon

Student management is a systematic process that involves the planning, organizing, and coordinating of student-related activities within educational institutions. It goes beyond mere administrative functions such as data recording and includes broader operational components aimed at supporting student growth and development throughout the educational journey (Kumar & Limbachiya, 2023; Williamson, 2017). Effective student management serves as a strategic foundation that influences the trajectory of student engagement, learning outcomes, and character formation. At *Islamic Senior High School*, Islamic Centre, Cirebon, the implementation of student management aligns closely with the leadership directives of the head

of the institution. This includes structured planning, the systematic organization of student affairs, the execution of coaching and guidance programs, and the evaluation of student development initiatives. The findings of this study indicate that student management practices at at *Islamic Senior High School*, Islamic Centre are executed in accordance with institutional objectives and contribute meaningfully to the cultivation of student discipline and academic progress.

Student planning, as defined by (Børte et al., 2023; Hasanah et al., 2023), is the process of determining actions related to students within educational institutions. In practice, this planning serves as a foundational step in organizing student affairs effectively and systematically. At at *Islamic Senior High School*, Islamic Centre, Cirebon Regency, researchers observed that student planning begins with determining the class capacity or quota for each academic year. The planning process at this institution involves collaborative meetings between school administrators and teachers to discuss the technical aspects of student admissions, including the recruitment strategy, admission criteria, and overall implementation system. These planning efforts are integral to ensuring that student management is conducted in a structured, measurable, and goal-oriented manner.

The implementation of student affairs guidance should be aligned with the developmental needs and characteristics of students. According to Sharma (2024), the orientation of student management must be tailored to the specific needs and developmental stages of learners, particularly within the framework of character education in secondary education institutions. Based on field findings, the implementation of student management at at *Islamic Senior High School*, Islamic Centre, Cirebon, encompasses several key activities, including the Student Orientation Period, class group placement, program determination, and structured guidance tailored to student development. The interviews conducted revealed that while various extracurricular programs are offered, only a few—such as Scouts, Marching Band, and the Youth Red Cross (PMR)—are actively implemented. These extracurricular activities are designed to be student-centered, allowing learners to participate based on their interests and talents, free from coercion by teachers or instructors. Moreover, the scheduling of these programs is carefully arranged so as not to interfere with formal teaching and learning activities.

The concept of evaluation, as articulated by Lesmi et al. (2024), is defined as a process of assessing a particular item or phenomenon against established benchmarks, with the aim of determining its quality—whether it is good or bad, adequate or inadequate, and whether it meets the expected standards or not. In the context of student management at at *Islamic Senior High School*, Islamic Centre, Cirebon Regency, the study revealed that evaluations are conducted twice a year, or once per semester. These evaluations serve a critical function in reflecting upon the effectiveness of student development programs and are intended to inform necessary improvements. The ultimate goal of this evaluative process is to enhance the

quality of student affairs implementation and ensure alignment with the broader objectives of the educational institution.

2. Exploring Student Discipline at Islamic Senior High School, Islamic Center Cirebon

At at *Islamic Senior High School*, Islamic Centre, Cirebon Regency, the student management process incorporates a well-structured disciplinary program beginning at the time of student enrollment. Each incoming student is required to sign a statement letter as a formal declaration of their commitment to abide by all institutional rules and regulations, with the understanding that any violation will result in corresponding sanctions or disciplinary action. Various additional programs are also implemented to enhance student discipline, including involvement in organizational activities that provide guidance and leadership training. This assertion that consistent student attendance reflects an individual's responsibility and commitment to the learning process (Sá, 2023). Field data support this, indicating that student attendance is meticulously documented by teachers in designated logs, and student absenteeism is similarly recorded. At at *Islamic Senior High School*, Islamic Centre, student attendance rates range between 15% and 25% on a 100% scale in certain classes, with each teacher applying specific attendance regulations—underscoring its importance as an indicator of student development.

In terms of student appearance, Mulyasa (2002) emphasizes that dressing according to school regulations—such as wearing a uniform properly—signifies compliance, professionalism, and respect for the educational environment (Sari & Kasmini, 2023). The findings from field observations corroborate this view; students are required to wear complete and appropriate attire, including the school uniform and alma mater jacket (bet), as a visible reflection of discipline and neatness. The institution places strong emphasis on daily appearance, and consistent supervision is exercised to ensure conformity. This approach is also evident in the regulation of personal grooming and classroom order. Mulyasa, (2002) further argues that neatness—ranging from grooming, carrying proper school supplies, to maintaining desk cleanliness—reflects a sense of responsibility and organizational awareness. Field data reinforce this, showing that violations such as long hair, mismatched uniforms, long fingernails, or disorganized classrooms are promptly addressed with corrective measures based on school policy.

In terms of behavioral discipline, politeness is also a key focus area. The politeness encompasses manners and ethical behavior in social interactions with teachers, peers, and school staff (Rahmawati & Utomo, 2024). The research findings reveal that the institution actively fosters a culture of respect and courtesy through teacher-led modeling and reinforcement of exemplary conduct. Teachers continuously guide students in developing attitudes and behaviors that reflect ethical integrity, which is

considered integral to the school's character education. In addition, cleanliness is another essential element of discipline emphasized by the institution. According to Fauji (2018), maintaining personal hygiene and environmental cleanliness demonstrates a student's responsibility and concern for health. Field findings indicate that while environmental cleanliness at at *Islamic Senior High School*, Islamic Centre is generally well-maintained, challenges remain in the upkeep of classroom and facility cleanliness, with occasional incidents of students discarding litter on the floor or eating carelessly in restricted areas. These observations suggest that while policies are in place, continuous supervision and student awareness are necessary to sustain discipline in all aspects of school life.

3. Student Management's Contribution to Strengthening Discipline at the Islamic Senior High School in Cirebon

Student management constitutes a critical component within the educational system, designed to manage and nurture students in a comprehensive and holistic manner (Munir & Ulfatin, 2023). The scope of student management extends beyond administrative functions, encompassing various aspects that contribute to student development both within and outside the academic setting. Based on the research findings obtained in the field, it is evident that student management holds a pivotal role in shaping student growth, beginning from the moment they are admitted into the educational institution. This includes facilitating engagement in extracurricular activities, organizing student governance structures, and providing continuous guidance and services tailored to student needs. Furthermore, student management supports the identification and cultivation of individual talents, thereby reinforcing the institution's commitment to fostering well-rounded learners equipped with both academic competence and character development.

CONCLUSION

First, student management at at *Islamic Senior High School*, Islamic Centre, Cirebon Regency, has been implemented effectively through well-structured planning and systematic execution. This is evident in programs such as new student orientation, morning assemblies, and guidance through educational sanctions. Although several challenges remain—such as low student motivation and negative external environmental influences—the overall approach to student management is focused and organized, contributing positively to the development of student discipline.

Second, the level of student discipline has shown a noticeable improvement, although it is not yet evenly distributed across all students. Indicators of discipline, including attendance, neatness, compliance with school rules, and participation in routine activities, reflect this positive trend. While infractions such as tardiness and absenteeism still occur, the consistent implementation of habitual and structured disciplinary activities by the school has resulted in increased awareness and adherence to expected behavior.

Third, the contribution of student management has been proven to be

significant in enhancing student discipline. Through meticulous planning, the implementation of targeted educational programs, and continuous evaluation, student management plays a direct role in internalizing disciplinary values. Activities such as morning assemblies, the dissemination of school rules, and the imposition of educational sanctions serve as vital instruments in shaping disciplined behavior among students.

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