



Teachers' and Students' Perceptions of the Role of Student Management in Strengthening Discipline: A Study at SMPQU Al Bahjah

¹Devi Nurliana, ²Gina Muqti Fizih, ³Noor Firli Robbiuliyah, ⁴Fatimah Az Zahro

^{1, 2, 3} (Program Studi Manajemen Pendidikan Islam, STAI Al-Bahjah), Indonesia,

⁴ (Program Studi Manajemen Pendidikan Islam Universitas Singaperbangsa Karawang),

Email : devinurliana955@gmail.com¹, ghinamkt79@gmail.com²,
noorfirli0208@gmail.com³, fatimah.azzahro@fai.unsika.ac.id⁴

Received: April 2026

Accepted: June 2026

Published: Juli 2026

Abstract :

Discipline is a fundamental aspect in the formation of student character that directly impacts academic success and personality. This study aims to describe and analyze in depth the perceptions of teachers and students regarding the role of student management in strengthening discipline at SMPQU Al Bahjah Batam. This study used a qualitative approach with a case study design. Data were collected through in-depth interviews with the vice principal of student affairs, guidance counselors, homeroom teachers, and students with various levels of discipline. The results show that SMPQU Al Bahjah implements student management through a planning, implementation, and evaluation process that integrates Islamic values and a points system for achievements and violations. The main findings revealed differences in perceptions between educators and students. Teachers view student management as a strategic instrument for developing character through role models and positive habits. Conversely, although most students accept rules as a means of education, there is a dynamic where students tend to view these policies as formal administrative restrictions that can limit their internal moral awareness. The implications of this research indicate the need for a transformation in student management strategies from a bureaucratic-structural approach to a more humanistic, persuasive, and participatory one. Involving students in regular evaluations of discipline is expected to increase their sense of ownership and align school policies with students' emotional acceptance, thus creating discipline based on genuine awareness.

Keywords : *Student Management and Discipline, Teacher and Student Perceptions, Islamic Schools.*

Abstrak :

Kedisiplinan merupakan aspek fundamental dalam pembentukan karakter peserta didik yang berdampak langsung pada keberhasilan akademik dan kepribadian. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis secara mendalam persepsi guru dan siswa mengenai peran manajemen kesiswaan dalam penguatan kedisiplinan di SMPIQU Al Bahjah Batam. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara mendalam terhadap wakil kepala kesiswaan, guru bimbingan konseling, wali kelas, serta siswa dengan berbagai tingkat kedisiplinan. Hasil penelitian menunjukkan bahwa SMPIQU Al Bahjah mengimplementasikan manajemen kesiswaan melalui proses perencanaan, pelaksanaan, dan evaluasi yang mengintegrasikan nilai-nilai Islam serta sistem poin prestasi dan pelanggaran. Temuan utama mengungkapkan adanya perbedaan persepsi antara pendidik dan peserta didik. Guru memandang manajemen kesiswaan sebagai instrumen strategis untuk menumbuhkan karakter melalui keteladanan dan pembiasaan positif. Sebaliknya, meskipun sebagian besar siswa menerima aturan sebagai sarana pendidikan, terdapat dinamika di mana siswa cenderung melihat kebijakan tersebut sebagai batasan administratif formal yang dapat membatasi kesadaran moral internal mereka. Implikasi dari penelitian ini menunjukkan perlunya transformasi strategi manajemen kesiswaan dari pendekatan birokratis-struktural menuju pendekatan yang lebih humanis, persuasif, dan partisipatif. Melibatkan siswa dalam evaluasi tata tertib secara berkala diharapkan dapat meningkatkan rasa memiliki dan menyelaraskan kebijakan sekolah dengan penerimaan emosional siswa demi terciptanya kedisiplinan yang berbasis kesadaran.

Kata Kunci: *Manajemen Kesiswaan dan Kedisiplinan, Persepsi Guru dan Siswa, Sekolah Islam.*

Introduction

Discipline is a fundamental aspect of character development that directly influences students' academic achievement and personal growth. Students with strong disciplinary attitudes tend to be more independent, responsible, and capable of adapting to their social environment in the future. Therefore, fostering discipline from an early age is an essential component of the formal education process (Nurazila et al., 2025). In this context, strengthening student discipline cannot be separated from systematic school management, particularly through student affairs management.

Student affairs management is an integral component of educational management that regulates and coordinates all student-related activities to ensure the effective achievement of educational goals. According to Mulyasa, student affairs management encompasses the planning, implementation, and evaluation of various programs designed to support students' learning processes. The management of student-from admission, grouping, and guidance to evaluations is essential for creating an orderly and conducive learning environment (Saputra & Enjelina, 2024).

Through effective management, student affairs management contributes to maintaining order in students' activities while directing their behavior in accordance with educational objectives (Subaidi, 2023). In practice, student affairs

management is implemented through various developmental programs, one of which is the enforcement of school regulations. School regulations consist of a systematic set of rules governing the rights, obligations, prohibitions, and sanctions applicable to members of the school community, thereby creating an orderly and conducive learning environment (Pratiwi & Bektiningsih, 2025).

The consistent implementation of these regulations plays a significant role in developing students' disciplinary character. Conversely, weak enforcement of school discipline may lead to behavioral violations that disrupt the learning process and negatively affect academic achievement (Hanafi & Fauji, 2025). Fundamentally, discipline is a character trait developed through continuous learning and habituation. Subrata argues that discipline is formed through sustained practice, while Djamarah defines discipline as a set of rules that regulates both individual and collective life to ensure order and harmony (Sari et al., 2023). Therefore, developing student discipline requires not only clear rules but also a well-planned management system involving all members of the school community.

Previous studies have demonstrated the important role of student affairs management in improving student discipline. Nupusiah et al. (2023) found that many students had not fully complied with school regulations, as reflected in frequent tardiness, improper school uniforms, and low participation in extracurricular activities. These disciplinary problems were influenced by both internal factors, such as self-control, and external factors, including family background, peer relationships, and the surrounding social environment.

Similarly, Thiar Ramadhan (2025) identified three key strategies in student affairs management for strengthening discipline: planning, implementation, and evaluation, all of which involve collaboration among teachers, homeroom teachers, school counselors, school committees, and student organizations. Furthermore, Arsyad et al. (2025) reported that clearly formulated school regulations accompanied by comprehensive socialization to students and parents significantly improved the effectiveness of disciplinary guidance.

The successful implementation of student affairs management is closely related to the role of teachers as the primary actors in the educational process. According to Law Number 14 of 2005 concerning Teachers and Lecturers, teachers are professional educators whose primary responsibilities include educating, teaching, guiding, directing, training, assessing, and evaluating students from early childhood education to secondary education (Wahyuni & Sari, 2023). In practice, teachers perceive student affairs management as an important instrument for fostering discipline through supervision, guidance, and exemplary conduct (Ahmad Syaddad, 2023; Izzah & Magfiroh, 2025). Continuous supervision combined with a developmental approach has been found to be more effective than relying solely on punitive measures (Kurnia & Nurmalasari, 2023). Consequently, teachers' perceptions of student affairs management significantly influence the effectiveness of discipline-building programs in schools.

From the students' perspective, student affairs management is viewed as a system of rules and school activities that regulates their daily behavior within the

school environment (Serliyani, 2025). Through disciplinary programs and the implementation of school regulations, students develop an understanding that discipline is a personal responsibility necessary for maintaining order within the school community (Khairunnisa & Untung, 2024). Moreover, teachers' exemplary behavior and the fair and consistent enforcement of school rules encourage students to accept and comply with school regulations more willingly (Pujilestari & Nurilham, 2021). These findings indicate that students' perceptions of student affairs management also contribute to the effectiveness of disciplinary development.

Although numerous studies have examined the implementation of student affairs management in strengthening student discipline, most have focused primarily on management strategies or the effectiveness of disciplinary programs. Studies specifically exploring the perceptions of both teachers and students—the two primary stakeholders involved in implementing student affairs management—remain limited. Furthermore, research addressing this issue within the context of Islamic schools is still scarce, despite the distinctive characteristics of Islamic education, which integrates academic development, moral values, and religious principles in shaping students' discipline. These unique characteristics may influence how teachers and students perceive the role of student affairs management.

Based on the foregoing discussion, this study aims to describe and analyze teachers' and students' perceptions of the role of student affairs management in strengthening student discipline through a qualitative case study approach conducted in an Islamic school. The findings are expected to contribute both theoretically to the development of student affairs management literature and practically to the formulation of more contextual, collaborative, and sustainable disciplinary management policies in schools.

This version uses formal academic English, follows conventions commonly found in international journals (e.g., Scopus-indexed publications), and preserves the meaning of the original Indonesian text while improving readability and coherence.

Research Method

This study employed a qualitative approach using a case study design. This approach was selected because the research sought to gain an in-depth understanding of teachers' and students' perceptions regarding the role of student management in strengthening student discipline within a specific context, namely SMPiQu Al-Bahjah Batam.

The research data were obtained from both primary and secondary sources. Primary data were collected through in-depth interviews with key informants, while secondary data were gathered from documentation, including the school's profile, student regulations, and photographs of activities related to the implementation of student management and discipline development programs.

Data were collected using two techniques: in-depth interviews and document analysis. The research participants were selected through purposive sampling (Rezeki et al., 2025), consisting of three teachers who were directly responsible for student management, namely the Vice Principal for Student Affairs, the Guidance and

Counseling (GC) teacher, and a homeroom teacher. In addition, students representing high, moderate, and low levels of disciplinary behavior at SMPIQu Al-Bahjah Batam were included as participants. The final sample comprised three teachers and three to four students, with data collection continuing until data saturation was achieved.

Data were analyzed interactively using the model proposed by Miles, Huberman, and Saldaña, which consists of three stages: data reduction, data display, and conclusion drawing and verification (Kriyantono, 2022). To ensure the trustworthiness of the findings, source triangulation and methodological triangulation were employed by comparing interview data across different informants and cross-checking the findings with documentary evidence.

Result and Discusion

Result

A. Student Discipline Profile at SMPIQu Al-Bahjah Batam

SMPIQu Al-Bahjah Batam integrates discipline into its educational ecosystem through a structured combination of academic and religious activities. As emphasized by Khansa and Fadhillah, two ninth-grade students, *“The findings indicate that student management is built upon three main pillars: the internalization of values through religious practices such as congregational prayers, a behavior regulation system based on achievement and violation points, and rule enforcement through the exemplary conduct of dormitory supervisors and teachers.”* Similarly, Mutia, another ninth-grade student, explained that *“The school's primary objective is to develop students' identity as Islamic boarding school learners through regulations concerning time management, dress ethics in accordance with Islamic principles, and appropriate social interaction within the boarding school environment.”* Students are continuously supervised to facilitate their adaptation to the prevailing social norms within the school community.

The school implements a transparent point-based system in which every achievement and disciplinary violation is systematically documented. Rather than functioning solely as a disciplinary mechanism, this system is intended to cultivate positive life habits, enabling students to perceive discipline as both a moral obligation and an intellectual necessity rather than as a burden.

B. Student Management Mechanisms for the Internalization of Discipline.

The student management system at SMPIQu Al-Bahjah is implemented through three interrelated stages: planning, implementation, and evaluation. According to Mrs. Nofriyanti, the Vice Principal for Student Affairs, *“At SMPIQu Al-Bahjah Batam, student management is implemented through a structured workflow, beginning with annual strategic planning meetings and followed by periodic evaluations.”* During the planning stage, the school develops student regulations, the academic calendar, and a classification system for disciplinary violations aligned with the educational philosophy (manhaj) of Al-Bahjah. Mrs. Nofriyanti further explained that: *> “The implementation focuses primarily on four dimensions of discipline: discipline in worship, time management, dress code, and interpersonal relationships.”*

This statement is consistent with the explanation provided by Mrs. Siti

Aqlimah, a Grade IX homeroom teacher, who stated: > “Based on students' behavioral records, evaluations are conducted regularly through coordination meetings involving homeroom teachers, guidance and counseling teachers, and school leaders.

The evaluation results are then used to design more effective guidance programs that better address students' current conditions.” Students' daily behavior is monitored continuously, while achievements and disciplinary violations are systematically recorded through the point system. The evaluation process is conducted collaboratively by homeroom teachers, guidance and counseling teachers, and school administrators. Rather than relying solely on punitive measures, disciplinary development is supported through personal counseling, constructive advice, and the cultivation of positive habits. This management system is sustained through cross-functional collaboration involving student affairs personnel, student council advisors, and other school staff.

C. Teachers' and Students' Perceptions of the Effectiveness of Student Management.

The findings reveal notable differences between teachers' and students' perceptions regarding the implementation of student management. Teachers generally perceive student management as a highly effective strategic instrument because it is supported by a well-defined organizational structure and is designed to internalize Islamic values into students' daily behavior. From the teachers' perspective, student management extends beyond administrative control and serves as a comprehensive framework for character development. Students, however, express more diverse perspectives.

While many acknowledge that school regulations contribute positively to their personal development and educational experience, others perceive the rules—particularly the point-based disciplinary system—as formal administrative restrictions that limit their autonomy. As explained by Mrs. Imamatus Sholihah, a Grade IX homeroom teacher: > “There is still an emotional gap between students and school policies. Students sometimes perceive school regulations merely as administrative obligations rather than as opportunities for holistic personal development.

Although teachers believe they have consistently provided positive role models, some students continue to experience tension between their internal moral awareness and external disciplinary regulations.” The case study findings likewise demonstrate that students' perceptions are dynamic and varied. Some students recognize that school regulations help cultivate discipline and responsibility, whereas others continue to perceive the point system as a rigid administrative mechanism that restricts their personal freedom.

D. Managerial Implications and Strategies for Strengthening Student Governance.

The findings indicate that student management at SMPIQu Al-Bahjah Batam has been implemented effectively from both administrative and Islamic educational perspectives. Nevertheless, interviews with teachers reveal that student management policies are still frequently perceived as formal administrative instruments emphasizing point accumulation and compliance with regulations rather than as

comprehensive tools for students' personal development.

This condition creates an emotional gap between the intended objectives of school policies and students' experiences within the boarding school environment. Consequently, the findings suggest the need to transform student management from a predominantly bureaucratic and structural model into a more persuasive, humanistic, and participatory approach.

Students' perceptions of school regulations are strongly influenced by the quality of student management practices. Unless psychological guidance and counseling services are integrated with administrative procedures, disciplinary regulations may continue to be viewed as barriers to students' personal freedom rather than as instruments for character formation.

Discussion

A. Student Discipline Profile at SMPIQu Al-Bahjah Batam

The disciplinary model implemented at SMPIQu Al-Bahjah Batam reflects the principles of positive discipline, in which firmness is balanced with a humanistic approach. The integration of religious values into students' daily routines demonstrates that Islamic worship can serve not only as a spiritual obligation but also as an effective instrument for developing discipline and self-regulation.

This finding is consistent with Jamhuri and Yusuf (2025), who argue that positive discipline in Islamic educational institutions should cultivate internal awareness rather than merely enforce compliance. Similarly, Mulyasa (2022) emphasizes that character education largely depends on an educational environment that consistently provides exemplary role models. In this context, teachers function as "second parents" who reinforce disciplinary values through their daily interactions with students. The implementation of a point-based disciplinary system also contributes to fostering students' sense of responsibility.

Rather than serving merely as a punitive mechanism, the system functions as an educational tool that helps students understand the relationship between rights, responsibilities, and accountability within the school community. This finding supports Al-Qoroni and Romli (2024), who contend that a transparent point system promotes students' awareness of their social obligations while encouraging responsible behavior.

Furthermore, the school's emphasis on time management, Islamic dress ethics, and appropriate social interaction illustrates its commitment to developing students' identities as 'santri' with strong moral character. Through continuous supervision and structured daily activities, student management extends beyond administrative control to facilitate students' adaptation to broader social norms and values (Anaya et al., 2023). Consequently, student discipline at SMPIQu Al-Bahjah transcends formal rule compliance and contributes to the internalization of 'akhlaq al-karimah' (noble character).

B. Student Management Mechanisms in Internalizing Student Discipline

The findings demonstrate that student management at SMPIQu Al-Bahjah follows a systematic managerial cycle consisting of planning, implementation, and evaluation. This confirms the theoretical perspective that effective student

management should function as a continuous process rather than a collection of isolated disciplinary activities. The planning process is reflected in the development of student regulations, daily schedules, and character education programs integrated with Islamic values (Anyul Fariqini, 2024).

During implementation, disciplinary regulations are consistently enforced across both academic and extracurricular activities (Ratnawulan & Juliana, 2025). Evaluation findings are subsequently utilized to improve disciplinary programs and refine intervention strategies based on students' evolving needs (Mahmud Yunus Batusangkar, 2024). An important finding of this study is that student management involves multiple stakeholders rather than relying exclusively on teachers and guidance counselors. School leaders, student affairs officers, dormitory supervisors, and student council advisors collectively contribute to strengthening students' disciplinary development (Nupusiah et al., 2023). This collaborative approach demonstrates that discipline is more effectively cultivated through shared responsibility among all members of the educational community.

The integration of Islamic values throughout every stage of student management further highlights the distinctive characteristics of Islamic schools in promoting character education. Religious values are embedded not only in instructional activities but also in managerial practices and institutional culture, enabling discipline to become an integral component of students' daily lives.

The findings also reveal two important patterns regarding teachers' and students' perceptions. First, 'areas of convergence' indicate that both teachers and students acknowledge the importance of teachers' exemplary behavior and continuous supervision in promoting discipline. Written regulations alone are insufficient unless they are supported by consistent role modeling from educators. Second, 'areas of divergence' emerge regarding the interpretation of the point-based disciplinary system.

While teachers perceive it as a systematic instrument for internalizing Islamic values, some students interpret it primarily as a rigid administrative mechanism that limits their autonomy. These differing perceptions indicate that the effectiveness of disciplinary policies depends not only on institutional design but also on students' psychological acceptance of those policies. The findings therefore suggest that educational guidance should emphasize the development of students' intrinsic motivation rather than compliance driven by fear of punishment. Personal mentoring, positive habituation, constructive advice, and individualized counseling remain essential strategies for fostering internal moral awareness, as also emphasized by Desti Nuzullianti et al. (2013).

C. Teachers' and Students' Perceptions of the Effectiveness of Student Management.

The differing perceptions identified in this study illustrate that the transformation from externally imposed discipline to internally motivated self-discipline is a gradual process requiring both psychological and educational interventions. According to Husna Nashihin (2018), diverse student perceptions are common in Islamic boarding schools because students simultaneously negotiate academic expectations and religious character formation.

Consequently, school administrators must demonstrate emotional intelligence and empathy in addressing these perceptual differences. As argued by Agus and Kholilurrohman (2025), the ability to recognize and manage both one's own emotions and those of others is fundamental to establishing constructive educational relationships. The findings further indicate that effective disciplinary policies should integrate educational management with psychological support. Students are more likely to develop positive attitudes toward school regulations when they perceive those regulations as meaningful for their personal growth rather than merely as administrative obligations.

Otherwise, the transformation from formal compliance to genuine moral awareness is unlikely to occur. Student participation in evaluating school regulations may therefore strengthen students' sense of ownership and belonging toward the school community. Such participation can reduce the perceived tension between personal freedom and institutional rules while enhancing students' emotional acceptance of disciplinary policies. These findings support Lolowang (2025), who argues that collaboration between educational management and educational psychology is essential for developing policies that are not only administratively effective but also psychologically acceptable to students. Consequently, involving students in evaluating disciplinary regulations represents a promising strategy for strengthening students' internal commitment to discipline.

D. Managerial Implications and Strategies for Strengthening Student Governance.

The findings suggest that student management at SMPIQu Al-Bahjah Batam should evolve beyond administrative compliance toward the development of students' internal moral consciousness. Consistent with Mulyasa (2022), strengthening student governance should address students' affective development through close collaboration among teachers, dormitory supervisors, and parents. Under this perspective, schools should not merely record disciplinary violations but should also expand guidance and counseling services capable of addressing students' emotional and psychological needs.

Moreover, involving students in evaluating disciplinary policies constitutes an important managerial recommendation. Rahman, Hidayat, and Nurhadi (2023) argue that participatory governance strengthens students' sense of belonging toward school regulations. Accordingly, future student management policies should be evidence-based, humanistic, and participatory while facilitating constructive two-way communication between school administrators and students. By integrating principles of educational psychology with effective management practices, schools can formulate disciplinary policies that are theoretically sound, practically effective, and emotionally meaningful for students.

Ultimately, such an approach facilitates the transformation of discipline from externally enforced compliance into genuine moral awareness, thereby fostering sustainable character development (Suryadi & Fathurrahman, 2021)

Conclusion

This study demonstrates that student management at SMPIQu Al-Bahjah Batam is systematically implemented through an integrated framework

encompassing planning, implementation, and evaluation, all of which are grounded in Islamic values and supported by a transparent achievement and disciplinary point system. These findings indicate that student management functions not merely as an administrative mechanism but also as a strategic instrument for fostering students' character development and strengthening disciplinary behavior.

The study also reveals differing perceptions between teachers and students regarding the implementation of student management. Teachers generally perceive student management as an effective strategy for cultivating discipline through exemplary leadership, continuous guidance, and the internalization of Islamic values. In contrast, although most students acknowledge the educational benefits of school regulations, some continue to perceive disciplinary policies—particularly the point-based system—as formal administrative restrictions that may limit their internal moral autonomy. This divergence highlights the existence of an emotional gap between the intended objectives of school policies and students' psychological acceptance of those policies within the boarding school environment.

These findings suggest that strengthening student discipline requires a shift from a predominantly bureaucratic and compliance-oriented approach toward a more humanistic, persuasive, and participatory model of student management. Schools should emphasize the development of students' intrinsic moral awareness rather than relying primarily on external control and sanctions. Greater collaboration among teachers, school leaders, dormitory supervisors, counselors, parents, and students is essential for creating a supportive educational environment that promotes sustainable character development.

Furthermore, actively involving students in the evaluation and refinement of school regulations can foster a stronger sense of ownership, improve students' emotional acceptance of disciplinary policies, and enhance their commitment to self-discipline. Consequently, future student management policies should integrate educational management principles with psychological and character-development approaches to transform discipline from externally enforced compliance into genuine moral responsibility. Such an approach is expected to contribute to the development of a more contextual, inclusive, and sustainable student management system in Islamic educational institutions.

Referensi

- Kriyantono, R. (2022). *Teknik Praktis Riset Komunikasi Kuantitatif dan Kualitatif*. Jakarta: Prenadamedia.
- Mulyasa, E. (2022). *Manajemen Pendidikan Karakter*. Jakarta: Bumi Aksara.
- Rezeki, F., & dkk. (2025). *Metodologi Penelitian*. Bekasi: Alungcipta
- Abdullah, H., Arifin, Z., & Tinggi Agama Islam Madiun, S. (2023). Kedisiplinan Shalat Berjamaah dan Puasa Wajib pada Siswa Kelas VIII di SMP Negeri 3 Geger Kabupaten Madiun. *Al-Fatih: Jurnal Studi Islam*, 11(01).
- Agus, M., & Kholilurrohman. (2025). Kecerdasan Emosional dalam Kepemimpinan Pesantren: Studi Kasus Pembentukan Karakter Santri. *Jurnal Psikologi Islam*, 03(01).

- Ahmad Syaddad. (2023). Manajemen Kesiswaan dalam Meningkatkan Kedisiplinan Siswa di SMAN 4 Berau. *Salimiya: Jurnal Studi Ilmu Keagamaan Islam*, 4(4), 118-129.
- Aini, F. N. (2021). Implementasi Budaya Disiplin Sekolah dalam Manajemen Kesiswaan di Sekolah Menengah Kejuruan. *Media Manajemen Pendidikan*, 3(3), 363.
- Al-Qoroni, & Romli. (2024). Sistem Poin sebagai Instrumen Penegakan Disiplin di Sekolah Menengah Pertama. *Jurnal Administrasi Pendidikan*, 12(02).
- Anaya, Faridi, & Maknin. (2023). Internalisasi Nilai-Nilai Disiplin dalam Kurikulum Berbasis Pesantren. *Jurnal Pendidikan Islam*, 09(02).
- Anyyul Fariqoini. (2024). Implementasi Tata Tertib Sekolah Dalam Meningkatkan Kedisiplinan Siswa Di Mts Miftahul Ulum Bago Pasirian. *Tarlim: Jurnal Pendidikan Agama Islam*, 7(2), 211-220.
- Arsyad, R. R., Purwoko, B., & Khamidi, A. (2025). Manajemen Kesiswaan dalam Meningkatkan Kedisiplinan Kehadiran Siswa melalui Tata Tertib. *Jurnal Studi Guru Dan Pembelajaran*, 8(1).
- Asnani, A., Astuti, A., DwiYama, F., & Majid, J. (2023). Manajemen Kesiswaan dalam Meningkatkan Kedisiplinan Siswa di SMP Negeri 4 Awangpone Kabupaten Bone. *Jurnal Mappesona*, 6(1).
- Desti Nuzullianti, Syukri, M., & Radiana, U. (2013). Pembinaan Disiplin Siswa oleh Kepala Sekolah Melalui Keteladanan Guru Di SMP Negeri. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)*, 2(3).
- Hanafi, M., & Fauji, I. (2025). Peran Manajemen Kesiswaan dalam Meningkatkan Kualitas Pendidikan: Sebuah Tinjauan Sistematis. *Fatih: Journal of Contemporary Research*, 02(01).
- Husna Nashihin. (2018). Konstruksi Budaya Sekolah dalam Pembentukan Karakter Siswa. *Jurnal Pendidikan Karakter*, 08(02).
- Izzah, K., & Magfiroh, L. (2025). Strategi Inovatif Manajemen Kesiswaan dalam Mengelola Disiplin Siswa melalui Tim Penegak di Sekolah Dasar. *Attaqwa: Jurnal Ilmu Pendidikan Islam*, 21(1), 28-43.
- Jamhuri, & Yusuf. (2025). Disiplin Positif: Pendekatan Humanis dalam Manajemen Kesiswaan. *Jurnal Pedagogik*, 11(01).
- Khairunnisa, & Untung, S. (2024). Sistem Manajemen Kesiswaan dalam Meningkatkan Kedisiplinan Siswa di MTs Ma'arif Nu Buaran. *Jurnal Pendidikan Tambusai*, 8(3), 50755-50760.
- Kurnia, D., & Nurmalasari, N. (2023). Penerapan Perilaku Disiplin dalam Pembelajaran Perspektif Manajemen Kelas di SDN 1 Cijulang. *Jurnal Global Futuristik*, 1(2), 154-161.
- Lolowang. (2025). Sinergi Psikologi dan Manajemen dalam Kebijakan Pendidikan. *Jurnal Manajemen Pendidikan Indonesia*, 05(01).
- Mahmud Yunus Batusangkar. (2024). Evaluasi Program Manajemen Kesiswaan Berbasis Nilai Islam. *Jurnal Evaluasi Pendidikan*, 10(03).
- Nurazila, A., Asmayadi, A. I., & Filahamasari, D. E. (2025). Pengaruh Keteladanan Guru Terhadap Kedisiplinan Siswa Kelas V di UPT SDN 09 Sitiung. *Jurnal Binagogik*, 12(2), 225-235.

- Nupusiah, U., Aditya, R., & Dewi, D. S. (2023). Manajemen Kesiswaan dalam Meningkatkan Kedisiplinan Siswa. *Jurnal Ilmiah Al-Muttaqin*, 9(1), 10–16.
- Permana, Y. H., Giatman, M., & Yustisia, H. (2024). Manajemen Kesiswaan dalam Perspektif Literatur: Upaya Membangun Budaya Disiplin di Lingkungan Sekolah. *JPGI (Jurnal Penelitian Guru Indonesia)*, 9(2), 43–52.
- Pratiwi, D. C., & Bektiningsih, K. (2025). Penerapan Tata Tertib Sekolah dalam Membantu Meningkatkan Karakter Disiplin Peserta Didik di SD Bangunsari. *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI)*, 05(02), 856.
- Pujilestari, Y., & Nurilham, H. (2021). Keteladanan Guru PKn terhadap Pembinaan Disiplin di Sekolah. *Jurnal Ilmiah Mimbar Demokrasi*, 20(2).
- Rahman, Hidayat, & Nurhadi. (2023). Partisipasi Siswa dalam Evaluasi Tata Tertib Sekolah. *Jurnal Demokrasi Pendidikan*, 07(04).
- Ratnawulan, T., & Juliana, N. (2025). Peran Manajemen Kesiswaan dalam Meningkatkan Kedisiplinan Siswa di MTS Yasipa. *Jurnal Tahsinia*, 6(1).
- Saputra, A. A., & Enjelina, S. A. (2024). Manajemen Kesiswaan pada Sekolah Dasar Negeri 02 Rantau Alai Kabupaten Ogan Ilir, Sumatera Selatan. *Jurnal Edutrained: Jurnal Pendidikan Dan Pelatihan*, 8(2), 120–129.
- Sari, et al. (2023). Disiplin dalam Pandangan Psikologi Pendidikan: Tinjauan Teoretis. *Jurnal Ilmu Pendidikan*, 06(02).
- Serliyani, D. (2025). Persepsi Siswa Terhadap Kebijakan Tata Tertib Sekolah Dalam Menangani Kasus Pelanggaran Di MA Nurul Karomah Galis Bangkalan. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(03), 368–378.
- Subaidi. (2023). Manajemen Kesiswaan dalam Meningkatkan Kedisiplinan Peserta Didik. *JET: Journal of Education and Teaching*, 04(02), 149.
- Sukma Sharifah Andria, & Ari Suriani. (2025). Pentingnya Kedisiplinan di Sekolah Dasar Terutama di Kelas. *Jurnal Nakula: Pusat Ilmu Pendidikan, Bahasa Dan Ilmu Sosial*, 3(5), 11–20.
- Suryadi, & Fathurrahman. (2021). Transformasi Disiplin Formal Menjadi Kesadaran Moral. *Jurnal Teori Pendidikan*, 09(01).
- Thiar Ramadhan. (2025). Strategi Manajemen Kesiswaan di Sekolah Menengah Pertama. *Jurnal Kepemimpinan Pendidikan*, 04(01).
- Wahyuni, & Sari. (2023). Analisis Undang-Undang Guru dan Dosen terhadap Profesionalisme Pendidik. *Jurnal Kebijakan Pendidikan*, 02(02).

