

## The Influence of Student Management on Student Discipline

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**Abstract:** This study aims to examine the influence of student management on student discipline at SD Inpres Masigi, Parigi Moutong Regency. The research employed a quantitative approach with an ex-post facto survey design. The population consisted of 75 students from grades IV, V, and VI, and all members of the population were selected as research samples using a saturated sampling technique. Data were collected through questionnaires, observation, and documentation. The research instruments were tested for validity and reliability before being administered. Data analysis techniques included descriptive statistics, normality tests, linearity tests, simple linear regression, and coefficient of determination analysis using IBM SPSS. The findings revealed that student management was categorized as moderate, with 68% of respondents falling into the medium category, while student discipline was also in the moderate category, with 56% of respondents categorized as medium. The normality and linearity tests indicated that the data met the statistical assumptions required for regression analysis. The results of the simple linear regression test showed a significant positive effect of student management on student discipline, with the regression equation  $Y = 8.909 + 0.653X$ . Furthermore, the coefficient of determination ( $R^2$ ) was 0.441, indicating that student management contributed 44.1% to student discipline, while the remaining 55.9% was influenced by other factors outside the study. These findings emphasize the importance of structured and effective student management practices in fostering student discipline and creating a conducive learning environment.

**Keywords:** student management, student discipline, educational management, elementary school.

**Abstract:** Penelitian ini bertujuan untuk menganalisis pengaruh manajemen kesiswaan terhadap disiplin peserta didik di SD Inpres Masigi, Kabupaten Parigi Moutong. Penelitian menggunakan pendekatan kuantitatif dengan desain survei ex-post facto. Populasi penelitian berjumlah 75 peserta didik kelas IV, V, dan VI yang seluruhnya dijadikan sampel melalui teknik sampling jenuh. Pengumpulan data dilakukan menggunakan angket, observasi, dan dokumentasi. Instrumen penelitian terlebih dahulu diuji validitas dan reliabilitasnya sebelum digunakan. Analisis data meliputi statistik deskriptif, uji normalitas, uji linearitas, regresi linear sederhana, dan uji koefisien determinasi dengan bantuan IBM SPSS. Hasil penelitian menunjukkan bahwa manajemen kesiswaan berada pada kategori sedang dengan persentase sebesar 68%, sedangkan disiplin peserta didik juga berada pada kategori sedang dengan persentase sebesar 56%. Hasil uji normalitas dan linearitas menunjukkan bahwa data memenuhi asumsi yang diperlukan untuk analisis regresi. Uji regresi linear sederhana menunjukkan bahwa manajemen kesiswaan berpengaruh positif dan signifikan terhadap disiplin peserta didik dengan persamaan regresi  $Y = 8,909 + 0,653X$ . Selain itu, hasil koefisien determinasi ( $R^2$ ) sebesar 0,441

*menunjukkan bahwa manajemen kesiswaan memberikan kontribusi sebesar 44,1% terhadap disiplin peserta didik, sedangkan 55,9% lainnya dipengaruhi oleh faktor-faktor lain di luar penelitian. Temuan ini menegaskan pentingnya penerapan manajemen kesiswaan yang terstruktur dan efektif dalam meningkatkan disiplin peserta didik serta menciptakan lingkungan belajar yang kondusif.*

*Kata Kunci: manajemen kesiswaan, disiplin peserta didik, manajemen pendidikan, sekolah dasar.*

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## **Introduction**

Education is the main foundation in the formation of character and discipline of students (Ali et al., 2026). One of the main efforts is the existence of effective and efficient student management. Student management does not only focus on student administration, but has a role in character development, academic potential development, and consistent discipline application (Tahsinia et al., 2025). In the formation of the character of students. An individual's success in life is not solely determined by the level of intellectual intelligence, but is also strongly influenced by attitude and character, especially discipline. Individuals who have high intelligence without being balanced with discipline tend to have difficulty managing time, responsibilities, and behavior. Through education, individuals not only acquire knowledge and skills, but also have values, attitudes, and behaviors that shape their character in the future (Azizah et al., 2023; Azizah & Usman, 2023; Hasan & Aziz, 2023)

An organized and smooth learning environment is guaranteed by discipline, which is the standard of success in educational institutions. The character of students who show policies of obedience, order, and discipline will be fostered by good discipline. However, based on direct observations, as well as researchers interviewing several school parties at SD Inpres Masigi said that a number of children did not fully comply with school regulations. For example, according to the arrival policy, some students are still late even though they should have arrived before the specified time. In addition, some students do not dress appropriately and do not turn in assignments on time. This can interfere with a learner's ability to learn and develop a disciplined character, which is critical for academic and future achievement. This shows that the development of discipline is still not optimal. Student indiscipline is caused by a number of factors, including internal factors that come from within the student and external factors that come from outside the student, such as environmental influences (Lestari et al., 2023). This shows that discipline needs to be strengthened.

A disciplined person is able to recognize and distinguish between what is appropriate, what is needed, what is allowed, and what should be done. A

disciplined person's attitude and behavior is no longer considered a burden because it is an intrinsic part of who they are; On the contrary, it will be a burden if they do not practice discipline. Their behavior now reflects the ideal of obedience. At its core, human consciousness is the source of good discipline. On the other hand, discipline that is not motivated by conscience will become stagnant and discouraged or weak and temporary (Dole, 2021). In the educational process, discipline is essential to cultivate strong personality qualities in each student and maintain a smooth learning and teaching environment. According to Agustin, as quoted in (Wulandari et al., 2024), discipline is the willingness to follow the rules of a social structure or organization and a consistent attitude in carrying out operations.

The findings of this previous study show that the implementation of student management at Al Ma'arif Integrated Junior High School has gone quite well, starting with orientation, guidance, and discipline coaching of students, in accordance with several previous studies, including research (Falah & Kosasih, 2023). Research (Indragiri, 2024) shows that student management, which includes effective elements such as planning, implementation, and assessment, has a good and substantial impact on student discipline. Participation in school activities is still minimal, so improvements are still needed.

Therefore, effective management is very important in arranging activities that will be carried out to build student discipline in elementary schools. This is because effective management will ensure that the objectives of the activity are achieved efficiently and successfully. As a result, a more comprehensive and organized strategy of student management is needed. In order for all students to participate effectively and efficiently in the teaching and learning process starting from the admission of new students, the beginning of entry to graduation from the school, student management is a process of activities that are planned and pursued deliberately and with thorough guidance (Munib et al., 2021).

According to Kenezevich in (Astuti, 2021), student management, also known as student personnel administration, is a service that focuses on organizing, monitoring, and assisting students both in and out of the classroom, including introduction, enrollment, and individual services such as the development of general abilities, interests, and needs until they mature in school. Student management, according to Badrudin in (Arifin, 2022), is an activity that controls all student activities to support the madrasah learning process. This can be very helpful in achieving learning goals and school goals by ensuring that the process runs smoothly, organically, and systematically. The process of supervising all issues related to all students and school development, starting from the process of arranging student admissions and providing guidance during the student's enrollment in school to helping them complete their education by fostering an

environment that supports efficient teaching and learning, known as student management (Dasar & Peserta, 2023).

The urgency of this research is important in improving student discipline that can support the success of the school. However, various violations are still found so that there is a need for effective and efficient student management management that is able to form disciplinary behavior.

Therefore, to improve student discipline, student management requires compliance with the norms set by the school. Among them are: First, teaching is carried out by organizing, inspiring, and providing a good example for students to follow to encourage disciplined behavior. Second, coaching is an activity that aims to improve discipline by helping students develop their abilities. It is hoped that by making the best use of this guidance, the disciplinary behavior of students will increase. Third, verbal reprimands are usually given. Actions and punishments are used if the reprimand fails to improve the behavior of the student (Nupusiah et al., 2023). Because managing all aspects of a student's life, from enrollment to graduation, student management is essential to their growth during school (Izzah & Magfiroh, 2025). Thus, at SD Inpres Masigi, Parigi Moutong Regency, researchers sought to find out how student management affects student discipline.

### **Methods**

This research was conducted at SD Inpres Masigi, Parigi Moutong Regency. This type of research uses a survey methodology *ex-post facto* and is quantitative. Research *ex-post facto* Researching cause-and-effect relationships that are not manipulated or treated by researchers (Matematika, 2010). The purpose of this study is to find and examine scattered data and correlations between variables.

The research population consisted of 75 students. The research sample used a saturated sample, meaning that every member of the population was included. The sample benchmark standards are students in grades IV, V, and VI as respondents. This is considered to be able to have their knowledge and ability to understand the picture of a good statement. The data collection technique is using observation, questionnaire distribution, and documentation.

In the instrument validity test, it was carried out to determine the correlation between each indicator item score and the indicator item score with a construct score with a significant level used 0.05.  $r_{\text{calculate}} > r_{\text{table}}$ , (the measuring instrument used is valid or valid). If  $r_{\text{statistics}} < r_{\text{table}}$  (the measuring tool used is invalid or valid). The instrument test was carried out on 30 students who were used as samples. At a significant level of 0.05 with a degree of freedom ( $dk-2$ ) in the study  $dk=30-2=28$ , the  $r$ -value of the table was obtained of 0.36. The reliability test of the research instrument used to find out whether the questionnaire used in the collection of research data can be said to be realistic or not. The method used cronbach Alpha. The calculation of the formula coronbach Alpha is accepted, if the calculation  $r_{\text{calculates}} > r_{\text{table}}$ .

Descriptive analysis techniques, inferential statistical analysis consists of hypotheses, and determination coefficients are the data analysis methods used. Variables that affect or explain other variables of student management (X) are known as independent variables. Meanwhile, the dependent variable of the student's discipline (Y) is a variable that is explained or influenced by an independent variable.

## Results And Discussion

### Results

**Table 1. Data Characteristics**

		Statistics	
		MAN_KES	DISCIPLINE
N	Valid	75	75
	Missing	0	0
<b>Red</b>		52.5200	43.2133
<b>Median</b>		52.0000	43.0000
<b>Mode</b>		50.00	39.00a
<b>Std. Deviation</b>		4.33826	4.26897
<b>Variance</b>		18.821	18.224
<b>Minimum</b>		42.00	33.00
<b>Maximum</b>		60.00	50.00
<b>Sum</b>		3939.00	3241.00
<b>Percentiles</b>	10	47.6000	38.0000
	20	49.0000	39.0000
	30	50.0000	40.8000
	40	51.0000	41.4000
	50	52.0000	43.0000
	60	53.0000	45.0000
	70	55.0000	46.0000
	80	56.0000	47.8000
	90	59.0000	49.4000

**a. Multiple modes exist. The smallest value is shown**

The description of the data in this study aims to provide an overview or presentation related to the research that has been carried out. This research requires data obtained from research respondents, to determine the Influence of Student Management on Student Discipline at SD Inpres Masigi, Parigi Moutong Regency. In this study, an instrument in the form of a questionnaire is used. The researcher distributed it to 75 students consisting of classes IV, V, and VI with 22 statements.

The questionnaire was then tabulated to determine the value based on the frequency of respondents' answers to each respondent's answer to each variable.

Score calculation on the research questionnaire on the Influence of Student Management on Student Discipline at SD Inpres Masigi which will be processed using *the IBM SPSS* program. Based on the results of the research carried out, the following data was obtained.

a. Student management (X)

Based on the results of research at SD Inpres Masigi, Parigi Moutong Regency, the data was obtained through the distribution of questionnaires or questionnaires. The data shows that student management (X) has the highest score = 60 and the lowest score = 40. Mean value = 52.5 , standard deviation = 4.3 , Mode = 50 and Median = 52. This value means that the closer the mean, median, mode, and standard deviation values, the more the data is distributed normally. The distribution of Student Management variable categories can be used as follows:

$$\begin{aligned} \text{Low Category} &= X < (M - SD) \\ &= X < (52.5 - 4.3) \\ &= X < 48.2 \\ \text{Sendang Category} &= (M - SD) < X < (M + SD) \\ &= 48.2 < X < 56.8 \\ \text{Category Height} &= X > (M + SD) \\ &= X > 56.8 \end{aligned}$$

Table 2. Frequency distribution of student management levels

Yes	Score Score	Categories	Frequency	Percentage
1.	< 48.2	Low	12	16%
2.	48,2 - 56,8	Medium	51	68%
3.	> 56.8	Height	12	16%

The results of the calculation of category distribution are shown in Table 2 above. Student management score data was obtained: 12 respondents, or 16%, were in the low category, 51 respondents, or 68%, were in the medium category, and 12 respondents, or 16%, were in the high category. The average score is 52,5%. Thus, it can be said that the management of students in this study is in the moderate range and more efforts need to be made to improve it.

b. Discipline of students (Y)

Data on the results of student discipline was obtained from the distribution of questionnaires or questionnaires to students at SD Inpres Masigi grades IV, V, and VI totaling 75. The researcher collected and grouped data on student discipline. with

the highest value  $Y = 50$  and the lowest value  $Y = 33$ . Mean value = 43.2, Median value = 43, Mode value = 39, and standard deviation = 4.27. The distribution of the variable category of student discipline (Y) is as follows:

$$\begin{aligned} \text{Low Category} &= X < (M - SD) \\ &= X < (43.2 - 4.2) \\ &= X < 39 \\ \text{Category Sendang} &= (M - SD) < X < (M + SD) \\ &= (43.2 - 4.2) < X < (43.2 + 4.2) \\ &= 39 < X < 47.4 \\ \text{Category High} &= X > (M + SD) \\ &= X > 47.4 \end{aligned}$$

The following shows the distribution of discipline categories after the discipline data of students is collected and categorized:

Table 3. Frequency distribution of students' discipline levels

Yes	Score Score	Categories	Frequency	Percentage
1.	< 39	Low	16	21%
2.	39 - 47,4	Medium	42	56%
3.	> 47.4	Height	17	22%

Table 3 above shows the results of the category distribution calculation. According to the students' discipline scores, 16 respondents (21%) were in the low category, 42 respondents (56%) were in the medium category, and 17 respondents (22%) were in the high category. The average score of 43.2% shows that the discipline in this study is in the middle range, so further improvement is needed.

Table 4. Results of the Kolmogorov-Smirnov test on Variable X against Variable Y

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		75
Normal Parameters, b	Red	.0000000
	Std. Deviation	3.19292480
Most Extreme Differences	Absolute	.069
	Positive	.069
	Negative	-.062
Test Statistic		.069
Asymp. Sig. (2-tailed)		.200c,d

Based on table 4, the results of the normality test with a significance value of  $p = 0.200 > 0.05$  are shown in the table above. Thus, the data for variables X (student

management) and Y (student discipline) have a good Kolmogorov-Smirnov significance value of 0.200. Because the significance value is greater than 0.05, the results show that the data are distributed regularly and meet the normality assumptions.

Table 5. Variable Linearity Test X and Y

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
MENTAL DISORDER	Between Groups	(Combinational)	791.311	18	43.962	4.4	.000
LINAN * MAN_KE SIS		Linearity	594.174	1	594.174	59.708	.000
		Deviation from Linearity	197.137	17	11.596	1.165	.322
Within Groups			557.276	56	9.951		
Total			1348.587	74			

Table 5 above shows that the deviation from linearity has a significance value of 0.322. As a result, the results of the linearity test for Deviation from Linearity (0.322) with a significance value of > 0.05 showed that there was a linear relationship between variable X (Student management) and variable Y (Student discipline). Thus, the premise is met.

Table 6 Simple Linear Regression Test

		Coefficient				
Models		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.909	4.539		1.963	.054
	MAN_KE SIS	.653	.086	.664	7.583	.000

**a. Dependent Variable: DISCIPLINE**

To ascertain whether the relationship between independent and dependent variables is positive or negative, this study uses basic linear regression analysis techniques. This is used to test the theories put forward in this study

Based on the previous table, the value of the student's Management Coefficient (X) is 0.65, and the test results in the Coefficient table produce a Constant value (a)

of 8.90. Therefore, a linear equation can be written as  $Y = a + bX$ .  $Y = 8.90 + 0.65X$ . The determined t-value is 7.58, the table t is 1.993, and the p(sig) value is  $0.00 < 0.05$  based on the test findings. The null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted because the calculated t-value is  $7.58 > t \text{ table} = 1.993$  and the significance value (p-value) is 0.00, which is significantly lower than the threshold of 0.05. Thus, it can be said that student discipline is significantly influenced by student management.

Table of Determination Coefficient Test Results

<b>Model Summary</b>				
Models	R	R Square	Adjusted R Square	<b>Std. Error of the Estimate</b>
1	.664a	.441	.433	<b>3.21472</b>

**a. Predictors: (Constant), MAN\_KESIS**

The determination test to ascertain the extent to which the X variable, student management, affects the discipline of the students, the R-Square determination coefficient test was carried out.

The correlation value (R), which shows the strength of the relationship between the independent variable (X) and the dependent variable (Y), is 0.664 based on the results of the analysis in the summary table. At SD Inpres Masigi, Parigi Moutong Regency, student management has an impact of 44.1% on student discipline, according to R Square as many as 0.441. This shows that although the independent variable (X) has an impact, the other variables that are not included have an impact on the remaining 55.9%. It is essential to ensure that learners understand the idea of discipleship and acquire constructive behaviors and abilities to maintain their discipline during the student management process. In addition, cooperation between teachers, students, and other stakeholders involved in the educational process is another aspect of student management (Naflah et al., n.d.).

### **Discussion**

The results of this study show that student management at SD Inpres Masigi is in the medium category with a contribution to student discipline of 44.1%. while the remaining 55.9% This situation shows that the management of students has been carried out but has not been optimal. In terms of the aspect of fostering student discipline, it still needs to be improved so that students can understand and obey the existing rules. Maintaining safety and order in the school environment, encouraging a healthy learning environment, and helping students gain discipline and responsibility are all possible by following school rules. So that students can get good learning results and realize their full potential by adhering to the guidelines (Iskandar et al., 2024).

According to research findings, student management can affect student discipline. Educators, teachers have the responsibility to provide direction,

guidance, and examples to students so that they can apply discipline in various school activities. With continuous coaching, it is hoped that children will grow up to understand the importance of obedience rather than feeling forced to obey.

One of the efforts for the organizational goals that have been set, management is the process of organizing, planning, and utilizing additional organizational resources. Whether education takes place at home, at school, or in the community, learners are individuals with basic potential that have been developed through education, both psychologically and physically (Muli Prima Aldi, 2023)

These results are in line with previous research conducted by (Solechan & Abdullah, 2022). The implementation of effective student management will result in student discipline in the educational environment (Arifudin & Kartika, 2026; Siregar et al., 2024; Syah et al., 2025). This is because student management, which encompasses every aspect of the school, is closely related to discipline. An educational institution will succeed if ideally it develops and improves student discipline through good student management. Students will become accustomed to discipline as a result

The results of the research can be understood with good student management will improve student discipline. School success requires cooperation between schools, teachers and parents so as to create awareness of student discipline. Schools can reduce the possibility of indiscipline by serving as a vehicle for character development. Learners are obedient because they understand ethics and responsibility and fear punishment. Schools can evolve into environments where learners can practice independence and honesty in daily tasks, helping them manage their time efficiently. In addition to enforcing punishments for violations, schools also teach the value of discipline as a prerequisite for success through character development programs, guidance and counseling, and orientation services. Disciplinary values are embedded in the identity of students, creating an organizational culture.

### **Conclusion**

Based on the findings of the study, it can be concluded that the discipline of students in this study is included in the medium group of 56%, which requires further improvement, while the management of students is included in the medium category of 68%. The data for variables X (student management) and Y (student discipline) had a good significance value of 0.200, according to the normality test, which showed a significance value of  $p = 0.200 > 0.05$ . The deviation from Linearity (0.322) with a significance value of  $> 0.05$  is shown by the linearity test.

Thus, the assumption is fulfilled. In addition, the direct linear regression test produced the equation  $Y = 8.90 + 0.65X$ , showing that the discipline of students is significantly influenced by student management. At SD Inpres Masigi, Parigi Moutong Regency, the influence of student management on student discipline was

44.1% of the independent variable (X), with the remaining 55.9% influenced by other variables that were not included, according to the results of the determination test on the correlation value of the relationship (R) of 0.664 and the R Square of 0.441. Therefore, there needs to be a structured student management in improving student discipline and contributions from various parties, be it principals, teachers and parents. So that it is able to create a safe and orderly school environment.

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