

THE EFFECTIVENESS OF BEHAVIORAL CONTRACT GROUP COUNSELING IN IMPROVING THE DISCIPLINE OF 11TH-GRADE STUDENTS AT PILANGKENCENG STATE HIGH SCHOOL, MADIUN REGENCY

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Abstract

This study aims to determine the effectiveness of group counseling using the behavioral contract technique in improving the discipline of eleventh-grade students at Pilangkenceng State Senior High School, Madiun Regency. The problem of low student discipline often becomes an obstacle in the learning process, so a systematic and structured approach is needed to improve student discipline. In this study, the method used was an experimental study with a pre-test and post-test design involving two groups: an experimental group that was given a group counseling intervention with the behavioral contract technique and a control group that did not receive the intervention. Data collection techniques were carried out through observation, interviews, and student discipline questionnaires that measured aspects of discipline such as tardiness, attendance, and compliance with school rules. The results showed that there was a significant increase in discipline in the experimental group after being given the intervention compared to the control group. This finding proves that the application of the behavioral contract technique in group counseling can be an effective alternative in improving student discipline. Therefore, it is recommended that schools consider implementing this technique as part of their character building and student discipline program

Keywords: group counseling, behavioral contract, discipline, students, high school

Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas konseling kelompok dengan menggunakan teknik behavioral contract dalam meningkatkan kedisiplinan siswa kelas XI di SMA Negeri Pilangkenceng, Kabupaten Madiun. Masalah kedisiplinan siswa yang rendah sering menjadi hambatan dalam proses pembelajaran, sehingga dibutuhkan pendekatan yang sistematis dan terstruktur untuk meningkatkan disiplin siswa. Dalam penelitian ini, metode yang digunakan adalah penelitian eksperimen dengan desain pre-test dan post-test yang melibatkan dua kelompok: kelompok eksperimen yang diberikan intervensi konseling kelompok dengan teknik behavioral contract dan kelompok kontrol yang tidak mendapatkan intervensi. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan angket kedisiplinan siswa yang mengukur aspek kedisiplinan seperti keterlambatan, kehadiran, dan kepatuhan terhadap aturan sekolah. Hasil penelitian menunjukkan bahwa terdapat peningkatan kedisiplinan yang signifikan pada kelompok eksperimen setelah diberikan intervensi dibandingkan dengan kelompok kontrol. Temuan ini membuktikan bahwa penerapan teknik behavioral contract dalam

konseling kelompok dapat menjadi alternatif yang efektif dalam meningkatkan kedisiplinan siswa. Oleh karena itu, disarankan agar sekolah mempertimbangkan penerapan teknik ini sebagai bagian dari program pembinaan karakter dan kedisiplinan siswa.

Kata kunci: *konseling kelompok, behavioral contract, kedisiplinan, siswa, SMA*

INTRODUCTION

Discipline is one of the most important factors in creating an effective and conducive learning environment at school. Imron et al. (2025) view discipline as part of student management, namely students' orderliness and adherence to school rules, which are systematically enforced to achieve learning objectives and foster character development. Discipline is the awareness of carrying out an obligation in accordance with existing regulations and with full responsibility, free from coercion. Discipline is the acceptance of a system that calls upon a person to submit to evaluations and rules. Discipline is a mindset of complying with established guidelines without bias. Discipline encompasses the meaning of obeying and following rules, but it also refers to following leaders' instructions, maintaining strong time management, and taking ownership of assigned responsibilities. Islam Eva Yanah, Naila Attamimi in JM2PI: Jurnal Mediakarya Mahasiswa Pendidikan Islam Vol. 04, No. 02, November 2023, emphasize the importance of paying attention to and practicing the values of discipline in order to improve the standard of living of the community (Syaiful Muhammad, 2021). According to Suharsimi Arikunto (1980: 114), discipline is an individual's compliance with rules or regulations driven by an inner sense of awareness, without external coercion. According to Thomas Gordon (1996: 3), discipline is behavior and conduct that conforms to rules and regulations, or behavior acquired through continuous training (Astuti et al., 2015).

Although schools have rules to instill discipline, some children still disregard them. The rule most frequently violated by students is truancy (Jannah & Muis, 2014). According to Munte (Qomaria et al., 2022), truancy is a habit involving the neglect of tasks and obligations that must be completed within a specific timeframe. At the high school level, truancy is common among many students. Truancy is used as a remedy for the boredom students often face in class activities, so this is actually not a new phenomenon (Purwanto, 2020). Putri et al., (2023) found that school truancy has become a concerning issue in the United States, as several studies indicate that truancy is a strong predictor of delinquent behavior among adolescents (75% to 85% of juvenile offenders are adolescents who enjoy skipping school or frequently do so). According to Monica et al. (2022), truancy increases the risk of students engaging in alcohol and drug use, fighting, theft, and more severe forms of juvenile delinquency, as well as dropping out of school and low academic achievement. Meanwhile, according to Prayitno and Amti (Marisa et al., 2020), the negative impacts of truancy include, among others (1) a decline in interest in learning, (2) failing exams, (3) learning outcomes below potential, (4) absence from class, (5) difficulty mastering subject material compared to peers, and (6) expulsion from school. Given the numerous negative effects of truancy in school,

efforts are needed from guidance counselors, one of which is implementing group counseling services. Group counseling services, according to Sukardi (Safithry & Anita, 2019), are services such as guidance and counseling that provide students with the opportunity to discuss and resolve their problems within a group setting. Group counseling, according to Nanang Martono (Gunawan et al., 2020), is a dynamic interpersonal process that emphasizes conscious thought and behavior and has therapeutic goals. Kurnanto (Indrawati, 2021) asserts that the purpose of group counseling is to help students improve their social skills, particularly their communication abilities and socially acceptable behavior. Group counseling has two objectives: one is curative, or intended to help people overcome the problems they are currently facing, and the second is preventive, or intended to help people avoid problems from the start. And one of the group counseling strategies that can be used to address student truancy is the behavior contract.

Discipline is a state in which individual students voluntarily and consciously follow the rules or regulations enforced in a particular setting. Sidiq Prasetya (2020) and Widiyanti et al. (2023) argue that students' level of discipline plays a crucial role in achieving educational goals. Student success, both academic and non-academic, is largely attributed to high levels of discipline. At the high school level, student discipline not only impacts academic achievement but also shapes students' character and attitudes in daily life. In the context of education in Indonesia, student discipline serves as a commonly used indicator for assessing student character. Therefore, it is essential for schools to enhance student discipline to foster an optimal learning environment. However, in practice, numerous issues related to student discipline persist. At Pilangkenceng State High School in Madiun Regency, many 11th-grade students face discipline-related challenges. Some common issues include tardiness, non-compliance with school rules, and a lack of responsibility toward academic tasks. These conditions significantly impact the quality of learning and can hinder the achievement of educational goals.

The causes of low student discipline can stem from various factors, both internal (from the students themselves) and external (from the school and family environments). Among internal factors, issues such as low motivation to learn, a lack of awareness regarding the importance of discipline, and peer influence often serve as primary triggers. Meanwhile, external factors such as a lack of attention and supervision from the school, as well as a lack of effective approaches in guiding students, also play a role in shaping students' undisciplined behavior.

The main problem faced at Pilangkenceng State High School is the low level of student discipline, particularly among 11th-grade students. Students are often late for school, violate existing rules, and lack a sense of responsibility toward the tasks assigned by teachers. Furthermore, this problem is exacerbated by the lack of a structured guidance system and an appropriate approach to address these disciplinary issues.

A more complex problem arises when there is a perception that discipline can only be improved through punishment or strict rules, whereas an instructional approach that fosters student understanding is actually more effective in shaping their character. This indicates that the methods used in student discipline guidance at the school need to be evaluated and adjusted to be more effective. Ideally, student discipline can be fostered through a more humanistic and targeted approach, one that prioritizes understanding, communication, and students' personal responsibility. A more constructive approach will instill in students an awareness of the importance of discipline—whether regarding time, assignments, or social behavior at school. Additionally, student involvement in the process of behavioral change is crucial. Students should not merely be given rules to follow; they must also be involved in the process of shaping disciplined behavior. This will instill a greater sense of responsibility in students regarding their own behavior. One approach that can be applied to improve student discipline is the use of group counseling supplemented with the *behavioral contract* technique. This approach allows students to understand the consequences of their actions and provides them with the opportunity to agree on the behavioral changes they wish to achieve. Consequently, it is hoped that students will feel more involved in the change process and be more motivated to follow existing rules.

As a solution to the student discipline issues at Pilangkenceng State High School, this study proposes the implementation of group counseling using the *behavioral contract* technique. This technique is a form of intervention aimed at helping students change their behavior through agreements made between the counselor and the students. In this context, group counseling provides a space for students to share experiences, learn from their peers, and work together to achieve the goals set forth in the behavioral contract. The *behavioral contract* itself is a technique that requires students to make a written commitment regarding the behaviors they wish to change, such as punctuality, attendance, and adherence to school rules. Additionally, this contract includes clear consequences should the student succeed or fail to fulfill these commitments. With a clear agreement between the student and the counselor, students are expected to better understand the importance of discipline and feel more accountable for their actions. Through the application of this technique, it is hoped that positive changes will occur in students' disciplinary behavior, as well as increase their motivation to better value time and rules at school. Furthermore, group counseling provides students with the opportunity to support one another in the process of change, ensuring they do not feel alone in facing these challenges.

The application of this behavioral counseling method, supported by a behavioral contract, has been widely implemented to address and reduce maladaptive behaviors observed in students. The findings of the study by Yunita et al., (2022) revealed that the behavior contract technique implemented with 11th-grade BDP students at SMKN 1 Metro minimized tardiness and encouraged them to comply with all school regulations. Prasetyo & Nuristiqomah, (2021) demonstrated significant improvements in students'

academic discipline through behavior contract counseling. A similar study was conducted by Monica et al. (2022), which stated that improvements in student discipline were maximized through interventions involving behavioral contract counseling services. Puteri et al. (2022) also demonstrated a reduction in student tardiness after implementing behavioral contract counseling-assisted interventions at SMAN 7 Soppeng.

A number of studies have been conducted to examine the application of the *behavioral contract* technique in improving student discipline. In conducting this research, the researcher observed how individual counseling services using the behavioral contract technique were implemented to improve students' academic discipline. Individual counseling is a counseling service provided by a counselor to a client to address the client's personal issues. In a face-to-face setting, direct interaction takes place between the client and the counselor to discuss various issues regarding the problems experienced by the client (Fauza & Chalidaziah, 2021).

As a final step in efforts to improve students' academic discipline. In line with research stating that discipline has become ingrained in them, the attitudes or actions taken are no longer—or are not at all—perceived as a burden (Sul Asari & Hafifah, 2021). The rules and regulations in effect at the school can be categorized into two groups: 1) Student compliance and adherence to the various rules and regulations in effect at their school, commonly referred to as student discipline. 2) Rules, regulations, and other provisions aimed at regulating student behavior are referred to as school discipline (Pradana, 2021). In line with research indicating that improving discipline among students requires self-control training—specifically, practicing the control of one's own feelings, desires, fantasies, and thoughts, as well as managing emotions when situations provoke a student's anger (Welsh & Little, 2018). Self-discipline possessed by students can help them carry out tasks or activities regularly according to a predetermined schedule, making their activities more focused, especially during classroom activities (Lustick, 2021). A behavior contract involves an agreement between two or more people (counselor and client) to modify specific behaviors in the client (Purnama et al., 2019). The counselor can select behaviors that are realistic and acceptable to both parties. Once the behavior is demonstrated as agreed, rewards can be given to the student (Fitriani, 2018). In this technique, positive reinforcement for the established behavior is prioritized over punishment if the behavior contract fails. This behavior contract helps students develop a plan to make appropriate decisions, which has a positive impact on them and ultimately helps them change deviant behavior.

The use of the Behavior Contract technique to address student learning discipline is supported by research according to (Fandini et al., 2018), which found that it can foster a disciplined character among students in Class XI-IPS2 at SMA PGR 2 Banjarmasin. Rohmana (2021), "Group Counseling Using the Behavior Contract Technique to Improve Study Discipline Among 8th-Grade Students at MTs Al Khoiriyah." According to (Reswastiyo et al., 2019), academic discipline refers to students' compliance with and

adherence to school regulations, ensuring the establishment of academic discipline and enabling students to behave in accordance with these rules. Based on the problem background above, the objective of this study is to determine the effectiveness of implementing group counseling using the *behavioral contract* technique in improving the discipline of 11th-grade students at Pilangkenceng State High School, Madiun Regency. Specifically, this study aims to: 1. To determine the state of discipline among 11th-grade students prior to receiving group counseling using the behavioral contract technique so that it can be compared with the post-intervention conditions, 2. To analyze changes in the level of discipline among 11th-grade students following the implementation of group counseling using the behavioral contract technique by examining relevant discipline indicators (e.g., punctuality, adherence to rules, and classroom discipline), 3. Determine the extent to which group counseling using behavioral contract techniques is effective in improving the discipline of 11th-grade students at Pilangkenceng State High School based on the results of pretest and posttest evaluations as well as reflections on the implementation of the service.

METHOD

This study employs a descriptive quantitative approach to describe the level of discipline among 11th-grade students at Pilangkenceng State High School, Madiun Regency, using a Likert-scale questionnaire distributed to the respondents. The descriptive approach was chosen because it aims to objectively describe the phenomenon of student discipline based on empirical data without testing hypotheses. This technique aligns with contemporary educational research practices for analyzing questionnaire data and presenting a picture of respondents' behavior. Additionally, the application of behavioral contract techniques in group counseling has been empirically proven in other studies to reduce undisciplined behaviors such as tardiness and violations of school rules. Therefore, the support and permission granted by the school are crucial to ensure that the research can proceed smoothly and be practically implemented in a real-world learning setting.

The research instrument consists of a Likert-scale questionnaire developed based on student discipline indicators according to Moenir (2010), who divides discipline into two main dimensions: 1. Time discipline, covering punctuality in arriving at school, not skipping classes, and completing assignments on schedule; 2. Behavioral discipline, covering compliance with school norms and rules as well as behavior reflecting discipline, such as not causing disturbances and not violating school regulations. These indicators form the basis for operationalizing the discipline variable in the questionnaire, which consists of items rated on a scale from Strongly Agree to Strongly Disagree. The questionnaire was developed following the stages of indicator construction → item formulation → validity and reliability testing, ensuring the instrument accurately captures student disciplinary behavior in line with Moenir's concept.

Data collection was conducted by distributing the questionnaire to 11th-grade students during scheduled class hours, under the direct supervision of the researcher. The questionnaire was distributed in classrooms or laboratories to minimize bias and ensure that student responses were completed under conducive and controlled conditions. Data collected from the questionnaires were analyzed using descriptive statistics, including: 1. Percentages to determine the proportion of responses to each questionnaire item; 2. Mean values to obtain an overview of the central scores of student disciplinary behavior; 3. Trend analysis to evaluate changes or trends in disciplinary scores if the study is conducted over multiple measurement cycles. This descriptive analysis is used to describe the factual trends in student disciplinary behavior without testing hypotheses, as is done in quantitative descriptive research. The results of the analysis provide a comprehensive picture of the level of student discipline at Pilangkenceng State High School based on Moenir's (2010) indicators, thereby serving as a foundation for interpreting the data to understand student disciplinary behavior comprehensively.

RESULT AND DISCUSSION

The implementation of this pretest aims to get an overview of the initial condition of students who experience low discipline behavior in Class XI of SMA Negeri Pilangkenceng Madiun. The following are the pretest results presented in the form of a table as follows:

Table 1. Pretest Class XI at SMA Negeri Pilangkenceng Madiun

NO	EXPERIMENT	CRITERIA	CONTROL	CRITERIA
1	40	Low	36	LOW
2	38	Low	26	LOW
3	30	Low	38	LOW
4	32	Low	40	LOW
5	46	MEDIUM	38	LOW

Table 1 shows that the pretest scores for both the experimental class and the control class were all in the low criteria. For the experimental class, it is in the range of 32-50 values. As for the control class, it is in the range of 36-48 scores. Because the score obtained is low, it is necessary to carry out group counseling services with the Behavior Contract technique to be effective in improving the discipline of Class XI students of SMA Negeri Pilangkenceng Madiun.

The implementation of this prost test aims to get an overview of the initial condition of students who experience high truancy behavior in one of the Class XI of Pilangkenceng Madiun State High School. The following are the results of the prost test presented in the form of a table as follows:

Table 2. Class XI Prosthesis at one of the Pilangkenceng Madiun State High Schools

NO	EXPERIMEN T	CRITERIA	CONTROL	CRITERIA
1	80	Height	63	HEIGHT
2	83	Height	66	HEIGHT
3	XI0	Height	68	HEIGHT
4	72	Height	62	HEIGHT
5	XI6	HEIGHT	78	HEIGHT

Table 2 shows that the prost test values for both the experimental class and the control class are all in the high criteria. For the experimental class, it was in the value range of 72-XI6. Meanwhile, the control class is in the range of 62-78 scores. The purpose of holding group counseling services with the Behaviour Contract technique is to effectively improve the discipline of students in Class XI of SMA Negeri Pilangkenceng Madiun.

After obtaining the results of the posttest and pretest to measure the effectiveness of the behavior contract group counseling in overcoming class XI undisciplined behavior at SMA Negeri Pilangkenceng Madiun, the N-Gain calculation was carried out. The results of the N-Gain calculation can be seen as follows:

Table 3. Testing the Effectiveness of Counseling Group Behavior Contract Techniques in Overcoming Truant Behavior

CLASSES	NILAI SCORE	N-GAIN	CRITERIA
EXPERIMENT	0,753		HIGH EFFECTIVENESS
CONTROL	0,4XI2		MEDIUM EFFECTIVENESS

Source: SPSS processed data (2025)

Based on table 3, it shows the effectiveness of counseling of the behavior contract technique group in overcoming undisciplined behavior of class XI at SMA Negeri Pilangkenceng Madiun for an N-Gain value between 0-1, while the results of the test showed that the N-Gain value was 0.753 for the Experimental class and 0.4 XI2 for the Control class.

The results of this research are also in line with the previous one, one of the ways is by group counseling with behavior contract techniques which are seen to improve student learning discipline. According to (Magrur et al., 2020) group counseling is a form of

counselor's effort to counsel by using group dynamics to help students to solve the problems they are facing. According to (Amalia et al., 2017) there is a very important reason to provide group counseling services using the behavior contract technique. students' discipline without supervision will not commit violations in school (Padil & Nashruddin, 2021). Discipline is an effort to control oneself and the mental attitude of individuals or society in developing obedience and obedience to rules and regulations based on the impulse and awareness that arises from within their hearts (Mistiningsih, & Fahyuni, 2020).

Both for the Experimental class and the group counseling control class, the behavior contract technique is effective in improving the discipline of grade XI students with high and medium effectiveness criteria. So it can be concluded that the application of behavior contract contract technique group counseling is effective in improving the discipline of grade XI students at SMA Negeri Pilangkenceng Madiun. After analyzing the questionnaires of the experimental class and the control class and conducting an effectiveness test using the N-Gain value, the next step is hypothesis testing. Hypothesis testing was carried out to see the effect of the effectiveness of behavior contract contract group counseling to improve the discipline of grade XI students at SMA Negeri Pilangkenceng Madiun. Decision-making in testing is as follows:

Ho: The application of behavior contract technique group counseling is not effective in improving the discipline of grade XI students at one of the Pilangkenceng Madiun State High Schools.

Ha: The application of behavior contract technique group counseling is effective to improve the discipline of grade XI students at SMA Negeri Pilangkenceng Madiun.

$$I \text{ have } : \mu_1 = \mu_0 \text{ Ha } : \mu_2 = \mu_0$$

Description:

μ_1 : before being given counseling in the behavior contract engineering group μ_2 : after the counseling of the behavior contract engineering group

This hypothesis test uses the Wilcoxon Signed Ranks Test Technique. This test is carried out to find out whether there is an effect of the treatment provided by the researcher. The following are the results of the tests that have been carried out:

Tabel 4. Wilcoxon Signed Ranks Test

RANKS		N	Mean Rank	SUM OF RANKS
POSTTEST - PRETEST	Negative Ranks	0a	.00	.00
	Positive Ranks	5b	5.50	55.00

	Ties	0c
	Total	5
A. POSTTEST < PRETEST		
B. POSTTEST > PRETEST		
C. POSTTEST = PRETEST		

Table 4 shows that the number of respondents was 10 grade XI students at SMA Negeri Pilangkenceng Madiun. There was no decrease in average or total rank, and there was an increase in average rank of 5.50 and an increase in total rank of 55.00 from pretest to posttest results.

Table 5. Experimental and Control Class Hypothesis Test

POSTTEST - PRETEST			
Z			-2.821B
ASYMP. SIG. (2-TAILED)			.005

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on table 5, it can be seen that there is a significant influence of the application of effective behavior contract technique group counseling to improve the discipline of grade XI students at SMA Negeri Pilangkenceng Madiun. This is shown from the value of Asymp. Sig. (2-tailed) Posttest – Pretest of $0.005 < 0.050$. This is given H_0 rejected and H_a accepted.

CONCLUSION

The results of this study indicate that the N-Gain values were 0.753 for the experimental class and 0.492 for the control class. Therefore, it can be concluded that the implementation of group counseling using the behavior contract technique is more effective in improving the discipline of 11th-grade students at Pilangkenceng State High School in Madiun. The hypothesis test conducted using the Wilcoxon test yielded an Asymp. Sig. (2-tailed) Posttest – Pretest value of $0.005 < 0.050$, indicating a significant effect: the application of group counseling using the behavior contract technique is effective in improving discipline among 11th-grade students at Pilangkenceng State High School in Madiun. Therefore, future researchers may conduct studies involving all students with truancy behavior within a single institution to obtain even more accurate results. This study is expected to serve as a reference for subsequent researchers.

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