



## **ANALYSIS OF THE ESTABLISHMENT OF STUDENT DISCIPLINE CHARACTER IN ONLINE AND OFFLINE LEARNING IN CLASS II SD PLUS SUNAN AMPEL, KEDIRI CITY**

**Moh. Zainal Fanani<sup>1</sup>, Novi Rosita Rahmawati<sup>2</sup>, Husnul Khotimah<sup>3</sup>**

<sup>123</sup>Fakultas Tarbiyah, Institut Agama Islam Negeri (IAIN) Kediri  
fanani74@gmail.com<sup>1</sup> novirahmawati@iainkediri.ac.id<sup>2</sup>,  
husnulkhotimah@iainkediri.ac.id<sup>3</sup>

### **Abstract :**

In learning the character of discipline as one of the characters in Core Competence (KI)-2, social attitudes show honest, disciplined, polite, confident, caring, and responsible behavior in interacting with family, friends, teachers, neighbors, and the country. Based on this, the classroom teacher becomes the main actor in shaping the disciplined character of students in online and offline learning. This research method is qualitative with the type of case study, data collection techniques using observation, interviews, and documentation. The results showed that the formation of student discipline character in online and offline learning in class II SD Pls Sunan Ampel City Kediri includes example giving gifts, giving sanctions, connecting books, and habituation. Constraints and solutions for the formation of disciplinary character in online and offline learning include the limitations of class II teachers in applying the method of formation and there are different student characters. The solution given is to give reprimand, advice, motivation, and confirm collaboration with parents.

**Keywords :** *Discipline Character, Online and Offline Learning.*

### **INTRODUCTION**

Forming morals, behaviour, and character is essential because creating a superior generation in Indonesia is necessary for equality of knowledge and character. This is in line with the aim of Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education (PPK). PPK is to build and equip students as the golden generation of Indonesia in 2045 with a Pancasila spirit and good character education to face the dynamics of change in the future. Based on the explanation above, it proves that it is essential to strengthen character education to form students who are noble, independent, creative, disciplined, and responsible. One way to shape character can be done in formal elementary school (SD). The elementary school level needs special attention from school administrators consisting of educational staff to shape student character.

The 2013 curriculum is the curriculum that applies in Indonesia from elementary school to vocational school. According to Sugi Winoto, the 2013 curriculum is a curriculum that aims to develop students' soft skills which include aspects namely attitudes, skills, and knowledge that are carried out in a balanced manner. The 2013 curriculum presents 4 important points that are applied during teaching and learning activities (KBM), namely strengthening character education (PPK), literacy, 4C (creative, critical thinking, communicative, and collaborative), and HOTS (higher order thinking skills). In strengthening character education, there are 18 character values identified by the Ministry of National Education, namely religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, friendship, peace-loving, fond of reading,

environmental care, social care, and responsibility.

At the beginning of 2020 the Indonesian government gave regulations to the public to carry out social distancing due to the widespread outbreak of the Covid-19 virus which was first discovered in Wuhan China. As a result of the outbreak, many schools are conducting online learning via zoom, google classroom, whatsapp, g-meet. Thus, the formation of the character of student discipline by the teacher must continue to be carried out. In measuring student behavior, whether it has experienced changes during character formation takes place, it is necessary to have indicators of student discipline in learning. Discipline indicators in learning are attending school on time, always carrying out picket assignments, completing assignments according to the agreed time, being active in group/individual learning, not talking to friends during learning, wearing uniform according to school regulations, and preparing own textbooks without must be ordered.

There is research on the problem of discipline in students during online and offline learning. The problem with discipline in online learning is that there are students who do not take part in learning, there are students who are late for learning. While the problems in offline learning are not paying attention to learning, it is busy when the teacher explains the material, and does not complete assignments on time. Based on these problems the teacher becomes an actor in shaping the character of student discipline.

In forming the character of discipline, the researcher took the research location at SD Plus Sunan Ampel, Kediri. The character of discipline is one of the characters instilled in SD Plus Sunan Ampel, Kediri. In line with Imam Ahmad Ibnu Nizar that discipline will help the child to build self-control, and help identify wrong behavior and then correct it. This is in line with the school's vision, which is to Create a Superior Generation in Dhikr, Thought, and Conscience-Based Deeds. By conducting observations and interviews, there are problems that arise in the character of student discipline in offline learning, namely there are some students who still talk to their friends when the teacher explains the material and there are some students who still enjoy their own world, such as drawing when the teacher explains the material. Whereas in online learning the problems that arise are that there are several students who send assignments beyond the submission deadline. Based on the problems and background above, the researcher wants to examine the formation of student discipline character carried out by class II teachers in online and offline learning in class II SD Plus Sunan Ampel, Kediri City. In addition, researchers will also examine the obstacles and solutions to the formation of student discipline character experienced by class II teachers in online and offline learning in class II SD Plus Sunan Ampel, City of Kediri.

## **METHOD**

In the research method, the researcher uses a qualitative approach with the reason that the researcher will produce a conclusion in the form of an interpretation of the data, not in the form of numbers. According to Denzin & Lincoln, qualitative research is research that uses a natural setting with the intention of explaining a phenomenon that occurs and is carried out by involving the required methods. While the type of research used by researchers is a case study, where testing is carried out in a detailed research location. The presence of researchers in a study is very important and the main thing is in line with the opinions of Dewi Patmalasari, Dian Septi Nur Afifah, and Gaguk Resbiantoro that the presence of researchers is important, because researchers have a role as the main instrument in research, namely as an action plan, data collector, data analyzer, and reporter research findings.

The research location taken by the researchers was SD Plus Sunan Ampel Kediri City, which was located at JL. Ronggomulyo RT. 01 RW. 01 Rejomulyo Village, Kediri City. The reason the researchers took the research location was because there were still some students who lacked discipline during online and offline learning, such as not submitting assignments, students submitting assignments late, and students participating in learning. Through these considerations SD Plus Sunan Ampel Kediri City

became the research location.

## DISCUSSION AND RESULTS

### Formation of Student Discipline Character in Online and Offline Learning in Class II of SD Plus Sunan Ampel, Kediri City.

The class teacher has full responsibility in the education unit, the class teacher's duties are to make a lesson plan, teach, make teaching materials, and provide an assessment of student performance. In addition, the class teacher also has the task of shaping the character of students. This is in line with the opinion of Mehmet Ulger et al, that teachers who carry out teaching programs must have competence in both their fields and character education in order to educate a quality generation.

In the 2013 curriculum there are Core Competencies (KI) that must be achieved by students including KI-1 religious, KI-2 attitudes, KI-3 knowledge, KI-4 skills. The character of student discipline lies in KI-2 which includes honesty, discipline, responsibility, courtesy, caring, and self-confidence. The disciplinary behavior in the assessment guide for elementary schools consists of following the rules, orderly carrying out assignments on time and so on. Discipline character formation by class II teachers in online and offline learning in class II SD Plus Sunan Ampel, Kediri City, is as follows:

#### Exemplary

Exemplary is an act, attitude, and words that can be imitated or emulated by everyone. According to the Mahmud Yunus dictionary, an example is a person's good deed that can be imitated by others with the term *uswah*. Setting a role model/example for students is a method in shaping the character of student discipline in online and offline learning in class II SD Plus Sunan Ampel, Kediri City. Class teachers during the learning process both online and offline are expected to set a good example for students. This is in line with the word of Allah SWT in the letter Al-Ahzab (33): 21 which reads:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

Meaning: "Indeed, in (self) the Messenger of Allah is a good role model for you (namely) for those who face (grace) Allah and (the arrival of) the Day of Judgment and who remember Allah a lot."

From this verse it is explained that the Prophet Muhammad SAW is a role model for all Muslims, for that it would be nice for the class teacher to be able to set a good example in accordance with the character that existed in the Prophet Muhammad SAW. In this case, the education staff at the school can be expected to reflect something good for students because good disciplinary character will be formed in students if the teacher gives a good example to students. Vice versa if teachers and school education staff give bad examples to students, the character that is formed in students will be bad (not good). Teachers must continue to behave well even though they are outside the school, especially the community, this is so that they can influence students' self-confidence in a figure that is used as an example / role model for them.

The exemplary teacher of class II SD Plus Sunan Ampel Kediri City can be seen from attitudes, actions and words. The results of the study showed that teachers of class II SD Plus Sunan Ampel Kediri City had good attitudes, actions and words in the character of discipline when learning online and offline. This can be seen from the class II teachers who are present on time for online and offline learning, always carry out picket assignments, complete assignments according to the allotted time, are active in learning, don't talk dirty, wear uniforms according to school rules and prepare learning tools. From the exemplary giving carried out by the class II teacher, it is possible that the disciplinary character is well formed. In line with Mulyasa's opinion that humans are creatures that easily imitate and imitate what they see directly or indirectly.

Being a role model is part of a teacher's identity, so someone who becomes a teacher must accept the responsibility of being a role model for everyone. For this reason, teachers are expected to be role models in all the good values that can be taught to students during online and offline learning.

## **1. Gift giving**

Prize giving is an award given by the teacher to students for the achievements made. According to Sulisty, the awarding of prizes in schools can be done in various ways, such as honorary praise, gifts for achievers and motivation in the form of advice. Giving gifts is a form of appreciation from the class teacher to students who are always kind and comply with the rules that exist in online and offline learning.

In online and offline learning, the use of prizes is important to do in order to provide motivation and a form of appreciation to students for their achievements in complying with the disciplinary rules of learning. In addition, giving gifts can have a happy effect on students so that they do not experience boredom in participating in teaching and learning activities (KBM). In line with Yopi Nisa Febianti that giving gifts in class learning activities has the aim of creating a pleasant atmosphere, encouraging enthusiasm and motivation for student learning so that teaching and learning activities carried out do not cause boredom in students.

Prizes given by class II teachers at SD Plus Sunan Ampel Kediri City to students during the formation of disciplinary character in online and offline learning, namely providing motivation, giving praise such as good, enthusiasm and objects.

### **a. Motivation**

Motivation is everything that encourages someone to do something. Class II teachers at SD Plus Sunan Ampel City of Kediri in online learning provide motivation to students in the form of kind words such as enthusiasm, reminding students to do assignments, maintain health, and wear masks. Meanwhile, in offline learning, the form of motivation used by grade II teachers is not much different from online learning, such as okay, good, good, good spirits. Basically low grade students have needs in terms of attention and affection as well as moral and material support to support education so that later students can achieve the goals they want.

### **b. Praise**

Praise is a form of reward that is easy to do because it is in the form of good words given to students such as very good, good, or can be in the form of words that are constructive criticism so that students become better. The praise given by the class II teacher at SD Plus Sunan Ampel, Kediri City, for online and offline learning was that it was okay, good, son, that you arrived on time, that's great, that the answer was right, giving a thumbs up emoticon, great, enthusiastic, and good. Class II teachers during the online and offline learning process often give praise to students, this is so that students do not feel inferior to other students. In line with Waqiah and Muhammad Zuhri that giving appropriate praise to students is able to create a pleasant atmosphere and heighten learning enthusiasm and generate self-esteem.

### **c. Object**

Gifts in the form of objects can be referred to as gifts in the form of material. Material prizes are prizes in the form of gifts such as school stationery (books, pens, pencils, bags and others). Giving prizes in the form of objects can be expected to motivate students to be enthusiastic about participating in a series of online and offline learning. There are differences in the gifts given by class II teachers at SD Plus Sunan Ampel, Kediri City during online and offline learning. This is because in online learning the class II teacher has limitations in giving gifts to students if they are in the form of objects.

In online learning, the class II teacher at SD Plus Sunan Ampel, Kediri City, gave packages of 5,000 to 10,000. Meanwhile, in offline learning the class II teacher

provides objects in the form of school stationery and snacks. This is in line with Firdaus that gifts in the form of goods should have attractive and memorable criteria so that when students receive these gifts they feel happy and motivated to get them. Giving prizes so that students are motivated in learning and pay attention to class teachers when online and offline learning takes place.

## **2. Imposition of sanctions**

After giving prizes, class teachers as educational staff in schools have the authority to give sanctions to students who violate the rules, provided that these sanctions are not physical but educational. In line with article 39 paragraph (1) in Government Regulation Number 74 of 2008 concerning Teachers that teachers have the freedom to impose sanctions on their students who violate religious norms, moral norms, politeness norms, written and unwritten regulations set by the teacher, education unit level regulations, and laws and regulations in the learning process that are in the area of authority. Sanctions are a consequence given to people who violate or do not comply with the rules that apply both in school and society.

The forms of regulations in online learning are attending on time during online learning via WhatsApp or Google Meet, wearing school uniforms, completing assignments on time, being active in online learning, speaking polite words and preparing textbooks. This is in line with Nurani et al that in general students who have the character of learning discipline will always be seen to be on time in learning until the time for studying is over, students will not leave the house while studying, always submit assignments on time, obey the rules of online learning, and always be honest with anyone.

In learning the teacher can give sanctions to students if they violate discipline in learning. There are several sanctions that teachers can give students, namely giving verbal or written warnings for those who commit violations, giving punishment in the form of giving educational assignments for example making summaries, reporting in writing to parents of students about violations committed by their children, and so on. other.

With the use of sanctions in learning given to students, these students will have a deterrent effect and will not repeat actions that violate existing rules at school or during teaching and learning activities. In line with Moh. Zaiful Rosyid and Aminol Rosid Abdullah in their book that punishment aims to change and motivate students so that students compete to change and motivate students so that students compete to stay away from predetermined punishments. Violations that are often committed by class II students of Sunan Ampel Kediri City in online learning are that there are some students who arrive late, some students do not submit assignments on time, some students are not active in participating in learning, and some students do not collect assignments using uniforms.

Whereas in offline learning the violations that often occur are that some students do not carry out picket assignments, some students do not complete assignments on time, some students talk to their friends when the class II teacher explains learning material, some students are less active in participating in a series of lessons. Of the several forms of violation, the class II teacher at SD Plus Sunan Ampel, Kediri City, has a sanction in the form of an oral or written warning and gives educational assignments to students.

### **a. Oral or written warning.**

The use of sanctions in the form of verbal or written warnings in online and offline learning is carried out directly when students are not disciplined in participating in teaching and learning activities (KBM). The principle of giving punishment is applied as a motivation or encouragement for students to study more seriously and obey the rules. Forms of punishment can be verbal and non-verbal, the class teacher gives verbal punishment in the form of verbal warnings and non-verbal punishment in the form of notes on the violation book.

The form of sanction is in the form of an oral or written warning used by the class II

teacher at SD Plus Sunan Ampel, Kediri City, namely calling students who violate it and asking questions to students along with their reasons, for example why are you busy?. In addition, the class II teacher also wrote the names of students who could not be conditioned through verbal reprimand, so that the class II teacher at SD Plus Sunan Ampel Kota Kediri could follow up with the parents of the students.

#### **b. Give educational assignments**

Giving educational assignments aims to add insight to these students so that students are deterrent and do not repeat actions or mistakes again so that students are disciplined over time. The form of giving educational assignments given by class II SD Plus Sunan Ampel teachers in Kediri City for online learning is giving additional assignments to students, giving quiz questions to students and summarizing. Whereas in offline learning, namely writing al-mulk letters, helping friends to clean class, carrying out picket assignments for 1 week, and writing questions and answers in the book if you don't bring LKS.

### **3. Contact book**

The contact book is one of the communication media between the teacher and the parents of students, which contains reports on learning activities and the character development that exists in students. The contact book contains some information relating to the character of students in school and in class to be conveyed to parents of students. Contact books can help parents respond to the social, emotional, developmental needs of their children, bring parents closer to their children, and make parents active and responsible for their children's growth and development.

In the contact book, parents of students will find out what good deeds and bad deeds were done by students, because the openness of parents and teachers is very influential in the development of a student. In line with the word of Allah SWT in the letter Al Maidah (5): 2 which reads:

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ

Meaning: "And please help you in (doing) virtue and piety and do not help in sin and enmity."

From the verse above, Allah SWT orders all Muslims to live together to help each other in terms of piety. Where humans are social creatures who cannot live without other people. This also applies to the formation of disciplinary character in online and offline learning, there must be collaboration between class teachers and parents of students. Where students who have good disciplinary character will be given a form of appreciation, whereas for students who have poor disciplinary character will be given guidance by the classroom teacher such as counseling and giving sanctions.

In forming the character of student discipline in online learning in class II SD Plus Sunan Ampel, City of Kediri, the school and class teachers did not use contact books in informing the character of student discipline in learning, this is because in learning students are more dominant in carrying out learning at home which has been monitored with parents. However, the contact book was replaced with a google form where the class II teacher will continue to monitor student character development while at home.

Meanwhile, in the formation of the character of discipline in offline learning in class II SD Plus Sunan Ampel, City of Kediri, contact books are always used to inform the character of discipline to parents. Pingisian contact book is equipped with instructions which can make it easier for class II teachers to fill it out. The contents of the contact book for SD Plus Sunan Ampel, City of Kediri, namely praying 5 times a day, homework assignments, and good things done at school. In addition, the contact book contains the rules that exist in the school. In addition, the contact book contains the rules that exist at school, the use of uniforms in accordance with school rules and regulations, student obligations and student rights at school, and sanctions for students who violate the rules. The filling in of the monitoring book at SD Plus Sunan Ampel, Kediri City, was filled in directly by the class II teacher.

## **Obstacles and Solutions to the Formation of Student Discipline Character in Online and Offline Learning in Class II of SD Plus Sunan Ampel, City of Kediri.**

Class II teacher constraints and solutions in shaping the character of discipline in online and offline learning have differences in each of the methods used. First, the exemplary obstacle faced by the class II teacher at SD Plus Sunan Ampel, Kediri City, namely that the class teacher cannot provide maximum exemplary behavior to students during online learning. Whereas in offline learning the obstacles faced lie in the class teacher himself. Positive example to the teacher will affect the formation of the character and personality of students at school. This obstacle certainly raises a solution that does not continue to occur on an ongoing basis, a solution that can be overcome is to provide the best possible example for students, strengthen cooperation between class II teachers and parents of students, provide guidance to all school education staff. Exemplary can be done by giving messages to students in polite language and admonishing students with subtle and polite language accompanied by advice.

Second, there are obstacles in giving gifts to grade II teachers at SD Plus Sunan Ampel City of Kediri during online learning due to the class teacher's involvement in giving gifts in the form of objects (such as pencils, snacks, books, pencils, pens, etc.). For this reason, giving motivation and praise provides an alternative for class II teachers in overcoming these obstacles, besides that class II teachers also provide packet pulses to students who are orderly in participating in online learning. Meanwhile, in offline learning, the class II teacher at SD Plus Sunan Ampel, Kediri City, has no problems, but the selection of prizes that are varied and interesting will motivate students to behave better. In line with Firdaus that gifts given to students must pay attention to the ethics in giving gifts will be able to motivate students during learning.

Third, giving sanctions to someone who has violated the rules is something that must be applied, which will give a deterrent effect to that person so they don't do the rules again. In online and offline learning, grade II teachers at SD Plus Sunan Ampel, Kediri City, have problems in applying sanctions, namely the use of sanctions that are quite light on students, so that students sometimes break the rules again. A student who violates the disciplinary rules first gives a warning by the teacher. However, if the student concerned does not heed the warning, the teacher should give strict sanctions. From these obstacles, there is a solution, namely giving educational sanctions to students during the online and offline learning process such as asking students to help their friends do picket assignments, summarizing material, answering questions made by class teachers, coaching students, and calling parents.

Fourth, the contact book is one way to shape the character of student discipline. The contact book acts as an intermediary between the class II teacher and the parents of the students. In the implementation of online learning the contact book is not used as a delivery of student character information to the teacher, this is because students have been directly monitored by their parents while at home. In line with Dewi Nabawi that parents play a very important role in online learning, because parents directly monitor students at home, so that with the assistance of parents at home it is hoped that students will easily adapt. Whereas in offline learning there are no problems using the contact book, this is because the contact book contains several filling instructions which make it easy for class II teachers to fill it in.

Fifth, habituation is a method in forming the character of student discipline that is applied to online and offline learning. In the habituation method the class teacher as an educator will provide positive activities that can be applied to students continuously so as to create a habit. In line with Miftakhul Anam that habituation is a method that can seek how someone becomes accustomed to doing something, whether it's rules, or other activities. Class II teachers at SD Plus Sunan Ampel, Kediri City, have obstacles in their application, in online learning, namely there are students who still violate the rules even though habituation has been applied, such as class II teachers getting used to students to prepare 5 minutes to prepare online learning tools and equipment. Whereas in offline learning students have different characters, habits that exist at home are also applied by

students at school. From these constraints, the solutions implemented are giving reprimands, approaching students, and emphasizing the consequences for students who violate discipline in both online and offline learning.

## CONCLUSION

The formation of the disciplined character of students in online and offline learning in class II SD Plus Sunan Ampel, Kediri City, namely providing exemplary examples such as starting online and offline learning on time, wearing uniform according to school regulations, being active in explaining material. In addition, class II teachers at SD Plus Sunan Ampel, Kediri City also apply other methods, namely giving gifts (praise, motivation, and objects) to disciplined students, giving sanctions (reprimands and educational sanctions) to students, connecting books, and conducting habituation. positive value for students through experience.

Obstacles and solutions to the formation of student discipline character in online and offline learning in class II of SD Plus Sunan Ampel, Kediri City, namely the limitations of class II teachers in applying the method of developing disciplinary character in online learning. Whereas in offline learning there are different student characters where habits at home are applied at school. Solutions that can be implemented are giving reprimands, advice, motivation, and strengthening cooperation with parents of students.

## REFERENCES

- Aini, Siti Qurratul, dan Faizin Syamwil. "Konstruksi Pendidikan Karakter Siswa Melalui Keteladanan Guru Di Sekolah." *MANAGERE : Indonesian Journal of Educational Management* 2, no. 2 (2020): 149–156. <https://doi.org/10.52627/ijeam.v2i2.34>.
- Anam, Miftakhul. "Pengembangan Kurikulum Pendidikan Agama Islam Berbasis Kegiatan Terhadap Kedisiplinan Siswa di SMP Darussalam Kecamatan Baureno Kabupaten Bojonegoro." *EDU-RELIGIA : Jurnal Keagamaan dan pembelajarannya* 1, no. 2 (2018): 54–66.
- Anggito, Albi, dan Johan Setiawan. *Metodologi Penelitian Kualitatif*. Cetakan Pe. Sukabumi: CV Jejak, 2018.
- Anggraeni, C, Elan, dan S Mulyadi. "Metode Pembiasaan Untuk Menanamkan Karakter Disiplin dan Tanggung Jawab di RA Daarul Fala Tasikmalaya." *Jurnal PAUD Agapedia* 5, no. 1 (2021): 100– 109.
- Asmahasanah, Salati, Oking Setia Priatna, dan Irfan Supriatna. "Mengatasi Problematika Pembelajaran Daring Pada Siswa Sekolah Dasar Melalui Pendekatan Psychological Well Being (PWB)." *Educate : Jurnal Teknologi Pendidikan* 7, no. 1 (2022): 160–169. <https://doi.org/10.32832/educate.v7i1.6777>.
- Aziz, Obi Faizal. "Peran Orang Tua Dalam Menanamkan Kedisiplinan Anak Usia Dini Pada Lingkungan Keluarga (Studi Kasus Di Dusun Kukap Desa Poncosari Kecamatan Srandakan)." Universitas Negeri Yogyakarta, 2017.
- Dessiane, Syera Trivena, dan Firosalia Kristin. "Pengembangan Instrumen Penilaian Sikap Sosial Pembelajaran Tematik Kelas 4 SD." *Jurnal Pendidikan Ilmu Pengetahuan Sosial Indonesia* 6, no. 1 (2021): 21– 26. <https://doi.org/10.23887/jp2.v4i1.33352>.
- Febianti, Yopi Nisa. "Peningkatan Motivasi Belajar dengan Pemberian Reward and Punishment yang Positif." *Jurnal Edunomic* 6, no. 2 (2018): 93– 102. <https://core.ac.uk/download/pdf/229997374.pdf>.
- Febrianty, Dwi, dan Wiputra Cendana. "Keteladanan Guru dalam Menanamkan Kedisiplinan Siswa Sekolah Dasar melalui Pembelajaran Daring." *Musamus Journal of Primary Education* 3, no. 2 (2021): 81– 89. <https://doi.org/10.35724/musjpe.v3i2.3302>.
- Firdaus. "Esensi Reward dan Punishment dalam Diskursus Pendidikan Agama Islam." *Jurnal Pendidikan Agama Islam Al-Thariqah* 5, no. 1 (2020): 19– 29.



- [https://doi.org/10.25299/al-thariqah.2020.vol5\(1\).4882](https://doi.org/10.25299/al-thariqah.2020.vol5(1).4882).
- Kanifah, Amrul, Happy Susanto, dan Anip Dwi Saputra. “Pengaruh Pemberian Hadiah Terhadap Motivasi Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam Di SMK Darul Istiqomah Ngumpul Balong Ponorogo.” *TARBAWI: Journal on Islamic Education* 4, no. 1 (2020): 1–12. <https://doi.org/10.24269/tarbawi.v1i1.438>.
- Kurniawan, Wisnu Aditya. *Budaya Tertib Siswa di Sekolah (Penguatan Pendidikan Karakter Siswa)*. Sukabumi: CV Jejak, 2018.
- Kusumawardani, Fitri, Akhwani Akhwani, Nafiah Nafiah, dan Mohammad Taufiq. “Pendidikan Karakter Berbasis Nilai-nilai Pancasila melalui Keteladanan dan Pembiasaan di Sekolah Dasar.” *Jurnal Pancasila dan Kewarganegaraan* 6, no. 1 (2021): 1–10. <https://doi.org/10.24269/jpk.v6.n1.2021.pp1-10>.
- Lesmawarni, Zaki Al Fuad, dan Dyoty Auliya Vilda Ghasya. “Analisis Penerapan Sanksi Berjenjang Untuk Menanamkan Karakter Disiplin Belajar Siswa Kelas III SD Negeri 72 Banda Aceh.” *Jurnal Tunas Bangsa* 6, no. 2 (2019): 223–35.
- Lestari, Endang Titik. *Cara Praktis Meningkatkan Motivasi Siswa Sekolah Dasar*. Yogyakarta: Deepublish, 2020.
- Majid, Abdul. *Pembelajaran Tematik Terpadu*. Bandung: PT Remaja Rosdakarya, 2014.
- Nasional, Kementerian Pendidikan. *Pengembangan pendidikan budaya dan karakter bangsa*. Jakarta: Badan Penelitian dan Pengembangan Pusat Kurikulum, 2010.
- Ndeot, Felisitas, Petrus Redy Partus Jaya, dan Beata Palmin. “Pelatihan Membuat Buku Penghubung di PAUD Wejang Asih.” *Murhum : Jurnal Pendidikan Anak Usia Dini* 1, no. 2 (2020): 28–37. <https://doi.org/10.37985/murhum.v1i2.15>.
- Nisa, Fitrotun, Itfai Fathurohman, dan Deka Setiawan. “Karakter Kedisiplinan Belajar Anak SDN 2 Muryolobo Pada Masa Pembelajaran Daring.” *Jurnal Inovasi Penelitian* 2, no. 4 (2021): 1179–86.
- Nurhayati, dan Hasni Ab. “Strategi Guru dalam Membangun Kedisiplinan Belajar Siswa.” *Jurnal Penda* 2, no. 1 (2020): 72–89.
- Patmalasari, Dewi, Dian Septi Nur Afifah, dan Gaguk Resbiantoro. “Karakteristik Tingkat Kreativitas Siswa yang Memiliki Disposisi Matematis Tinggi dalam Menyelesaikan Soal Matematika.” *JIPM (Jurnal Ilmiah Pendidikan Matematika)* 6, no. 1 (2017): 30–38. <https://doi.org/10.25273/jipm.v6i1.1509>.
- Rahmawati, Aisyah Nur. “Identifikasi Masalah yang Dihadapi Guru dalam Penerapan Kurikulum 2013 Revisi di SD.” *Indonesian Journal of Primary Education* 2, no. 1 (2018): 114–123. <https://doi.org/10.17509/ijpe.v2i1.14227>.
- Rosyid, Moh. Zaiful, dan Aminol Rosid Abdullah. *Reward & Punishment dalam Pendidikan*. Malang: Literasi Nusantara, 2018.
- Situmorang, Syafrizal Helmi, Iskandar Muda, Doly M. Ja’far Dalimunthe, Faldi, dan Fauzie Syarif. *Analisis Data : untuk riset manajemen dan bisnis*. Medan: USU Press, 2010.
- Sobri, Muhammad, Nursaptini, Arif Widodo, dan Deni Sutisna. “Pembentukan Karakter Disiplin Siswa Melalui Kultur Sekolah.” *Harmoni Sosial: Jurnal Pendidikan IPS* 6, no. 1 (2019): 61–71. <https://doi.org/10.21831/hsjpi.v6i1.26912>.
- Sri Mulyani, Eni, dan Hunainah Hunainah. “Pembiasaan Shalat Dhuha Untuk Meningkatkan Disiplin Belajar Siswa.” *Qathrunâ* 8, no. 1 (2021): 1–20. <https://doi.org/10.32678/qathruna.v8i1.4782>.
- Suaidi, Istinganatul Ngulwiyah, dan Jakaria. “Membangun Karakter Anak Didik Melalui Keteladanan Kepemimpinan Kepala Sekolah / Madrasah.” *jurnal pendidikan karakter □JAWARA□* 7, no. 1 (2021): 111–124.
- Ülger, Mehmet, Süleyman Yiğittir, dan Orhan Ercan. “Secondary School Teachers’ Beliefs on Character Education Competency.” *Procedia - Social and Behavioral Sciences* 131, no. 4310 (2014): 442–449. <https://doi.org/10.1016/j.sbspro.2014.04.145>.

- Wagiran. *Metodologi Penelitian Pendidikan (Teori dan Implementasi)*. Sleman: Deepublish, 2013.
- Waqiah, dan Muhammad Zuhri Dj. “ Penerapan Reward dan Punishment Dalam Meningkatkan Motivasi dan Prestasi Belajar Pendidikan Agama Islam Siswa di SMKN 4 Bone.” *Jurnal Al-Qayyimah* 4, no. 1 (2021): 71– 84.
- Wijaya, Intan Apri, Okto Wijayanti, dan Arifin Muslim. “ Analisis Pemberian Reward Dan Punishment Pada Sikap Disiplin Sd N 01 Sokaraja Tengah.” *Jurnal Educatio FKIP UNMA* 5, no. 2 (2019): 84– 91. <https://doi.org/10.31949/educatio.v5i2.17>.