



The Effectiveness of School Rules Socialization in Shaping Students' Discipline Character at SD Negeri 58 Palembang

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ABSTRAK

Penelitian ini bertujuan untuk mengkaji efektivitas sosialisasi tata tertib sekolah dalam membentuk karakter disiplin siswa di SD Negeri 58 Palembang. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data berupa observasi partisipatif, wawancara, dan dokumentasi. Subjek penelitian terdiri atas kepala sekolah, guru, dan siswa yang dipilih menggunakan teknik purposive sampling. Analisis data dilakukan melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diuji menggunakan triangulasi sumber dan metode. Hasil penelitian menunjukkan bahwa sosialisasi tata tertib sekolah telah dilaksanakan secara rutin melalui berbagai kegiatan, seperti upacara bendera, pengarahan di kelas, dan pengingat harian. Kegiatan tersebut membantu siswa memahami nilai-nilai kedisiplinan dan aturan yang berlaku di sekolah. Namun, efektivitas pelaksanaannya belum optimal karena masih ditemukan beberapa pelanggaran disiplin, seperti datang terlambat, kurang tertib saat upacara, dan tidak mematuhi aturan di dalam kelas. Upaya pembentukan karakter disiplin dilakukan melalui pembiasaan, keteladanan guru, pengawasan, serta pemberian tindakan edukatif. Oleh karena itu, diperlukan konsistensi dalam sosialisasi dan penegakan tata tertib serta keterlibatan seluruh warga sekolah agar pembentukan karakter disiplin siswa dapat berlangsung secara lebih optimal.

ABSTRACT

This study aimed to examine the effectiveness of school rules socialization in shaping students' disciplinary character at SD Negeri 58 Palembang. A descriptive qualitative approach was employed, with data collected through participant observation, interviews, and documentation. The participants included the principal, teachers, and students, who were selected using purposive sampling. Data were analyzed through data reduction, data display, and conclusion drawing, while source and method triangulation were used to ensure data validity. The findings revealed that the school regularly conducted the socialization of school rules through various activities, including flag ceremonies, classroom guidance, and daily reminders. These efforts contributed to students' understanding of disciplinary values and expected behaviors. However, the implementation was not yet fully effective, as some students continued to exhibit disciplinary violations, such as arriving late, showing inappropriate behavior during ceremonies, and failing to comply with classroom regulations. The school promoted disciplinary character through habituation, teacher role modeling, supervision, and corrective actions. Despite these efforts, disciplinary issues remained evident. Therefore, consistent enforcement of school rules, continuous socialization, and active involvement of all school members are essential for strengthening students' disciplinary character. The study concludes that school rules socialization plays an important role in character formation but requires sustained implementation to achieve optimal outcomes.



1. INTRODUCTION

Education is a fundamental process for improving the quality of human resources, including knowledge, skills, and character development (Saha et al., 2023; Dessler, 2020; Dewi & Siwi, 2024). In elementary education, character formation is one of the primary objectives that should be cultivated from an early age. This objective is consistent with the goals of the Indonesian National Education System as stated in Law Number 20 of 2003, which aims to develop learners' potential so that they become individuals who are faithful, morally responsible, creative, independent, and accountable citizens. One of the essential character traits that should be developed among elementary school students is discipline.

Discipline refers to an individual's willingness to comply with established norms, rules, and regulations, as well as the ability to perform responsibilities consistently and responsibly. Discipline plays a significant role in promoting orderly behavior, strengthening students' sense of responsibility, and supporting successful learning outcomes (Smith, 2023; Meidian et al., 2023; Andini et al., 2023). According to Huda et al. (2021), disciplinary character can be developed through habituation, teacher role modeling, and the establishment of a positive school culture. Therefore, discipline should not be viewed merely as obedience to formal regulations but also as the ability to exercise self-control and appreciate time and responsibilities (Santoso et al., 2023; Bandura, 2020; Tantowie et al., 2022).

The development of disciplinary character in elementary schools is closely related to the socialization of school rules. School rules serve as normative guidelines that regulate the behavior of all members of the school community and function as an essential component of character education. Through effective socialization, students gain a better understanding of expected behaviors both inside and outside the classroom. The success of school rules socialization depends on consistent implementation, firm enforcement, and active participation from all school stakeholders, including teachers, principals, parents, and students. When school rules are effectively communicated and practiced, students are more likely to develop habits of punctuality, responsibility, self-control, and respect for regulations. Consequently, school rules function not only as written regulations but also as instruments for cultivating disciplinary character in a gradual and sustainable manner (Lickona, 2013; Uge et al., 2022).

Character education scholars emphasize that discipline is one of the fundamental values that support students' moral and social development. According to Lickona (2013), disciplinary character is formed through a combination of moral knowing, moral feeling, and moral action, which are continuously reinforced through school culture and daily practices. Similarly, Berkowitz and Bier (2014) argue that effective character education programs require systematic efforts to integrate values into school policies, classroom instruction, and extracurricular activities. Therefore, the socialization of school rules can be viewed as a practical strategy for instilling disciplinary values within the school environment.

However, in practice, various disciplinary issues continue to be found among elementary school students, including tardiness, failure to complete assignments, violations of school regulations, lack of responsibility during learning activities, and low compliance with classroom procedures. These conditions indicate that efforts to develop disciplinary character have not yet achieved optimal results. In addition to internal student factors, low levels of discipline may also be influenced by the effectiveness of school management, classroom climate, and character education programs. Ernawanto et al. (2022) emphasized that the internalization of disciplinary values requires strong support from school culture and active involvement of teachers in both instructional and non-instructional activities. Likewise, Marini et al. (2019) found that school culture significantly contributes to the formation of students' character, particularly discipline, responsibility, and respect for rules.

Furthermore, teachers play a crucial role as role models in shaping students' disciplinary behavior. Their consistency in following school regulations provides direct examples for students to emulate. According to Bandura's Social Learning Theory, children learn behaviors through observation and imitation of significant role models within their environment (Bandura, 1977). Consequently, teachers who consistently demonstrate punctuality, responsibility, and adherence to school rules contribute positively to students' character development. Uge et al. (2022) stated that disciplinary values can be fostered through habituation, motivation, continuous supervision, and consistent enforcement of rules. Similarly, Nucci et al. (2014) emphasized that students are more likely to internalize moral and disciplinary values when adults consistently model the expected behaviors.

The effectiveness of school rules socialization is also influenced by communication strategies and student engagement in understanding school regulations. Research by Mulyasa (2021) suggests that students are more likely to comply with school rules when they understand the purpose and benefits of those regulations rather than perceiving them merely as restrictive measures. This perspective aligns with constructivist learning principles, which emphasize active student participation in constructing meaning and understanding social norms

(Vygotsky, 1978). Therefore, school rules socialization should involve interactive approaches that encourage students to reflect on the importance of discipline in their academic and social lives.

In addition, the development of disciplinary character is closely associated with the establishment of a positive school climate. A supportive school climate promotes mutual respect, cooperation, responsibility, and adherence to shared values (Cohen et al., 2009). Schools that successfully create positive learning environments tend to experience lower levels of disciplinary problems and higher levels of student engagement. Research conducted by Thapa et al. (2013) further demonstrated that positive school climate contributes significantly to students' academic achievement, social behavior, and character development.

Parental involvement also plays an important role in reinforcing disciplinary values learned at school. Epstein (2018) argued that effective partnerships between schools and families strengthen students' behavioral consistency across different environments. When parents support school regulations and reinforce disciplinary expectations at home, students are more likely to develop stable disciplinary habits and positive behavioral patterns.

Moreover, recent studies have shown that character education programs integrated into school management systems can significantly improve students' discipline and responsibility. Kristjánsson (2020) emphasized that character education should be embedded within the overall educational framework rather than implemented as isolated activities. This holistic approach ensures that disciplinary values become part of students' daily experiences and school culture.

Therefore, the effectiveness of school rules socialization and the establishment of a disciplined school culture are essential factors in shaping students' disciplinary character. Consistent implementation of regulations, positive teacher role modeling, supportive school climate, parental involvement, and systematic character education programs collectively contribute to fostering discipline among elementary school students.

Based on these considerations, this study aims to examine the effectiveness of school rules socialization in shaping students' disciplinary character at SD Negeri 58 Palembang. The findings are expected to contribute both theoretically and practically to character education development and provide valuable insights for schools in creating learning environments that foster disciplined, responsible, and well-rounded students.

2. METHOD

This study employed a descriptive qualitative approach to examine the effectiveness of school rules socialization in shaping students' disciplinary character at SD Negeri 58 Palembang. The qualitative descriptive method was selected because it allows researchers to gain an in-depth understanding of social phenomena and behaviors within their natural context (Creswell, 2022; Tisdell et al., 2025; Patton, 2020). The study was conducted at an elementary school that emphasizes character development through both instructional activities and the overall school environment.

The participants consisted of the principal, teachers, and students who were selected using purposive sampling (Etikan et al., 2018). These participants were chosen because they were directly involved in the implementation and socialization of school rules and played important roles in the development of students' disciplinary character.

The primary data collection technique was participant observation. In this process, the researcher was directly involved in school activities while observing students' disciplinary behaviors (Susanto et al., 2023; Herdayati & Syahril, 2019). The observations focused on students' compliance with school regulations, punctuality, sense of responsibility, and participation in school activities. Furthermore, attention was given to the ways teachers and school administrators promoted disciplinary values through habituation, role modeling, supervision, and consistent enforcement of school rules.

To strengthen the observational data, interviews and documentation were also utilized. Interviews were conducted with the principal and teachers to obtain information regarding strategies used to develop students' disciplinary character and the implementation of school rules socialization programs. Documentation was collected to support the findings and included school regulations, activity schedules, attendance records, and other relevant school documents.

The trustworthiness of the data was ensured through source triangulation and methodological triangulation. Data analysis followed the procedures of data reduction, data display, and conclusion drawing. Through these stages, the study sought to obtain a comprehensive understanding of the effectiveness of school rules socialization in shaping students' disciplinary character at the elementary school level.

3. RESULT AND DISCUSSION

The findings of this study revealed that SD Negeri 58 Palembang has established school rules that serve as guidelines for students' behavior within the school environment. These rules are regularly socialized to students through various activities, including flag ceremonies, classroom briefings, morning assemblies, and daily reminders from teachers. The purpose of these activities is to ensure that students remain aware of school regulations and understand the importance of discipline in their daily school life. School administrators believe that continuous exposure to school rules can help students gradually internalize disciplinary values and develop positive behavioral habits.

Based on classroom and school observations, the socialization of school rules was implemented consistently through verbal reminders and routine school activities. During flag ceremonies, teachers frequently reminded students about punctuality, proper uniform use, and respectful behavior. Classroom observations also showed that teachers often reinforced school regulations before beginning lessons. A teacher explained:

"Every Monday during the flag ceremony, we remind students about school rules and the importance of discipline. We also repeat these reminders in class because students need continuous reinforcement to remember and practice the rules." (Teacher Interview, 2025)

These findings support the view of Lickona (2013), who argued that character development requires continuous reinforcement and habituation rather than one-time instruction. Character values become meaningful when they are repeatedly practiced in everyday situations.

However, observations indicated that the implementation of school rules socialization has not yet achieved optimal results. Several students were still found violating school regulations. Common disciplinary violations included arriving late to school, failing to participate properly during flag ceremonies, not standing in line orderly, wearing incomplete uniforms, and disregarding teachers' instructions. During observation periods, approximately 20–25% of students were occasionally found violating one or more school regulations. One teacher stated:

"Most students follow the rules, but there are still some who come late or do not pay attention during ceremonies. Usually, these students need more supervision and guidance." (Teacher Interview, 2025)

These findings suggest that students' compliance with school rules remains inconsistent. This result is consistent with the findings of Ernawanto et al. (2022), who reported that disciplinary character cannot be developed solely through regulations but requires sustained guidance, supervision, and reinforcement from educators.

In addition to violations during school ceremonies, disciplinary issues were also observed during classroom learning activities. Some students failed to complete assignments on time, showed limited concentration during lessons, talked with peers while teachers were explaining material, and did not consistently follow classroom procedures. Observation notes revealed that several students frequently required reminders to stay focused on learning tasks. A classroom teacher commented:

"Some students are responsible and complete their assignments immediately, but others need repeated reminders before they begin working. This shows that discipline levels vary among students." (Teacher Interview, 2025)

These behaviors indicate that discipline has not yet become a fully internalized habit among all students. According to Bandura (1977), behavioral development is influenced by continuous interaction between personal factors and environmental conditions. Therefore, students require repeated opportunities to practice discipline before it becomes part of their habitual behavior.

The findings demonstrate that the existence of school rules alone is insufficient to shape students' disciplinary character. Effective character formation requires continuous socialization and habituation processes that help students understand and practice disciplinary values in their daily lives. Regular habituation activities contribute significantly to the development of disciplined behavior because students repeatedly engage in structured and orderly routines. Through consistent practice, disciplinary values gradually become part of students' everyday behavior.

These findings support the research conducted by Uge et al. (2022), which found that habituation activities such as lining up, arriving on time, maintaining classroom cleanliness, and following daily routines significantly contribute to students' disciplinary character development. Similarly, Mulyasa (2021) emphasized that character education is most effective when values are integrated into students' daily experiences and school culture.

The study also found that the development of disciplinary character is strongly influenced by the school environment. Teachers play a central role in shaping discipline by serving as role models and demonstrating consistent adherence to school regulations. Observations showed that teachers generally arrived on time, maintained orderly classroom management, and consistently enforced school rules. These behaviors provided students with practical examples of discipline in everyday school life.

One student stated:

"I try to come to school on time because my teacher always arrives early. If the teacher can be disciplined, we should also be disciplined." (Student Interview, 2025)

This finding reflects Bandura's (1977) Social Learning Theory, which emphasizes that children learn behaviors by observing and imitating significant role models. Similarly, Nucci et al. (2014) argued that students are more likely to internalize moral and disciplinary values when adults consistently model expected behaviors.

Furthermore, a positive school culture characterized by orderliness, supervision, cooperation, and responsibility strengthens the process of character development. School staff continuously monitor student behavior and provide guidance when disciplinary violations occur. Teachers not only enforce rules but also explain the reasons behind them, helping students understand the importance of discipline.

These findings align with Cohen et al. (2009), who found that a positive school climate contributes significantly to students' behavioral development and academic engagement. Likewise, Thapa et al. (2013) concluded that schools with supportive climates tend to experience lower levels of disciplinary problems and greater student responsibility.

Moreover, schools that emphasize not only written regulations but also the cultivation of a discipline-oriented culture tend to be more successful in shaping positive student behavior. Continuous supervision, reinforcement of good habits, and consistent implementation of rules encourage students to view discipline not merely as an obligation but as a personal responsibility. This finding is supported by Kristjánsson (2020), who argued that character education should be embedded within the overall culture of the school rather than treated as a separate program.

As part of disciplinary development efforts, the school applies educational sanctions to students who arrive late. These sanctions include assigning students to participate in cleaning duties, organizing classroom materials, and engaging in other constructive activities. Observations showed that these sanctions were implemented fairly and were accompanied by explanations regarding the importance of responsibility and punctuality. A teacher explained:

"We do not punish students harshly. Instead, we give them educational tasks such as cleaning activities because we want them to learn responsibility rather than feel afraid." (Teacher Interview, 2025)

This practice is consistent with Lickona's (2013) concept of corrective discipline, which emphasizes educational consequences that promote moral growth and self-responsibility rather than punitive measures.

The study further revealed that some students still struggled to comply with school regulations despite ongoing socialization efforts. This condition indicates that the internalization of disciplinary values has not yet been fully achieved. Several factors may contribute to this situation, including students' limited self-discipline, varying levels of awareness, peer influence, family background, and the need for more consistent reinforcement of disciplinary habits both inside and outside the classroom.

Epstein (2018) emphasized that family involvement is crucial in reinforcing school-based character education. Students are more likely to demonstrate consistent disciplinary behavior when parents support school regulations and reinforce similar expectations at home.

Overall, the findings indicate that the socialization of school rules at SD Negeri 58 Palembang has contributed positively to the development of students' disciplinary character. Students generally demonstrated awareness of school regulations and participated in routine disciplinary activities. Nevertheless, its effectiveness has not yet reached an optimal level, as disciplinary violations continue to occur among some students.

Therefore, strengthening the consistency of rule enforcement, expanding habituation programs, increasing parental involvement, and enhancing collaboration among teachers and other school stakeholders are necessary to ensure the successful development of students' disciplinary character.

These findings support previous studies by Uge et al. (2022), Marini et al. (2019), and Ernawanto et al. (2022), which concluded that effective character education requires consistent implementation, positive role modeling, supportive school culture, and continuous reinforcement. Consequently, sustained and collaborative efforts remain essential for creating a school environment that promotes discipline, responsibility, and positive character development among elementary school students.

4. CONCLUSION

Based on the findings of this study, it can be concluded that SD Negeri 58 Palembang has established school rules that serve as guidelines for regulating students' behavior within the school environment. These rules have been regularly socialized through various school activities, including flag ceremonies and classroom guidance, enabling students to develop a basic understanding of school regulations and the importance of discipline.

The results indicate that the implementation of school rules socialization has not yet achieved optimal effectiveness. Several students were still found violating school regulations, including arriving late, failing to participate orderly in flag ceremonies, not lining up properly, and showing limited compliance with teachers' instructions. Similar disciplinary issues were also observed during classroom learning activities, such as late submission of assignments and a lack of concentration during lessons. These findings suggest that students' disciplinary character has not yet been fully developed and consistently practiced.

Various efforts have been undertaken by the school to foster disciplinary character, including habituation programs, teacher role modeling, supervision, and the application of educational sanctions such as assigning cleaning duties to students who arrive late. These measures are intended to promote responsibility and awareness of the importance of discipline. However, the findings indicate that these efforts have not yet produced fully satisfactory outcomes, as some students continue to demonstrate inconsistent disciplinary behavior.

Therefore, the success of shaping students' disciplinary character depends largely on the consistent socialization and enforcement of school rules, continuous habituation practices, and positive role modeling by teachers and other members of the school community. School rules socialization can be more effective in developing students' disciplinary character when supported by all stakeholders and implemented consistently in everyday school activities.

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