

THE INFLUENCE OF INTERNAL AND EXTERNAL FACTORS ON THE EFFECTIVENESS OF EFFECTIVE CLASS MANAGEMENT

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Abstract

Education plays a crucial role in shaping character, fostering creativity, and enhancing discipline in students. Learning success is largely determined by the teacher's skill in optimally and effectively organizing and controlling the classroom, aiming to create a conducive learning atmosphere that fosters enthusiasm and fosters students' creative potential. The effectiveness of classroom management is influenced by several factors, both internal and external. Internal factors include psychological aspects such as self-awareness, interest, motivation, and a positive mindset. Students with high motivation and self-awareness tend to be more active and responsible. Learning success is largely determined by the teacher's skill in optimally organizing and controlling the classroom. Research shows that the most dominant external factors are a lack of parental supervision and support, as well as a community environment that does not support discipline. Therefore, the main conclusion is that teachers must take a strategic role in balancing these internal and external influences. This can be achieved through the implementation of planned, collaborative, and contextual classroom management strategies, an inclusive, participatory learning environment, and one that supports the development of student creativity.

Keywords: Internal Factors, External Factors, Effectiveness, Class Management, Creative Class

INTRODUCTION

Education plays a crucial role in shaping students' character, creativity, and discipline. The success of the educational process is influenced not only by the curriculum and learning facilities, but also by the teacher's skill in efficient classroom management. Optimal classroom management can create a conducive learning environment, increase learning motivation, and encourage student creativity and independence. However, the effectiveness of classroom management is influenced by various aspects originating from within the students themselves (internal factors) and their surrounding environment (external factors).

Internal factors include psychological aspects, such as self-awareness, interest, motivation to learn, and students' perspectives on learning activities. According to (Putri Septirahmah & Rizkha Hilmawan, 2021), factors such as self-discipline, awareness of rules,

and encouragement and positive thinking play a crucial role in shaping disciplined behavior. In other words, students with high learning awareness and motivation tend to be more responsible and actively involved in classroom activities that foster creativity. Therefore, teachers need to pay attention to students' internal conditions to ensure optimal classroom management and increased student participation.

Meanwhile, external factors also contribute significantly to successful classroom management. The family environment, peers, and school conditions are elements that can strengthen or weaken student discipline and responsibility. Low levels of student learning discipline are triggered by two types of factors: internal and external. The most influential external factors include minimal parental supervision and support, as well as a community environment that is less supportive of disciplined behavior. This situation emphasizes the crucial role of families and schools in building a positive learning environment to increase the effectiveness of creative classroom management.

Furthermore, teachers also have a strategic role in balancing the influence of these two factors. Planned, collaborative, and contextual classroom management strategies can help overcome both internal and external obstacles. Research conducted by (Evania & Ramadani, 2024) shows that varied teacher strategies adapted to the classroom context are proven effective in addressing internal obstacles, such as limited resources and family support. By implementing these strategies, teachers are able to create a participatory, inclusive learning environment that supports the development of student creativity.

LITERATURE REVIEW

Basic Concepts of Effective Classroom Management

Discipline is a crucial element in education because it contributes significantly to shaping students' behavior, sense of responsibility, and character. Through discipline, students learn to obey school rules and act consciously, not under duress. Discipline also serves as a guideline that directs students' attitudes and behavior, enabling them to responsibly adhere to regulations. Discipline reflects an orderly and regular environment, where each individual behaves according to the rules without violating them.

Beyond character formation, discipline is also a crucial factor influencing student success in the learning process. (Lesmana et al., 2024) emphasize that education focuses not only on imparting knowledge but also plays a role in fostering discipline so that students value time and use it effectively. By cultivating discipline, students can avoid wasting time and develop positive habits that support readiness for learning, exams, and future preparation.

However, in today's world, discipline is starting to be seen as less important by some students. Discipline has a significant impact on creating a positive social environment among peers, yet many students are starting to neglect it. Yet, through discipline, students can develop responsible, open-minded characters and a strong learning ethic.

Low student discipline can also be influenced by various factors, both internal and external to the student. Research conducted at Sungai Tarab 1 State Senior High School (SMA Negeri 1 Sungai Tarab) showed that internal factors, such as physical and psychological conditions, have a significant impact on low discipline. On the other hand, external factors, such as the role of parents and the community, have an even more dominant influence.

Furthermore, peer factors at school also contribute, albeit to a lesser extent. These findings demonstrate the importance of teachers, particularly guidance and counseling teachers, in helping students improve their learning discipline.

The school environment also plays a crucial role in shaping students' discipline. Ritonga et al. (2025) stated that a comfortable, clean physical environment supported by adequate facilities can increase focus and motivation to learn. Furthermore, a harmonious relationship between teachers and students, as well as the involvement of parents and the school community, helps create a safe and enjoyable learning environment. Teachers play a strategic role as facilitators and classroom managers, tasked with maintaining order, building cooperation, and fostering a sense of responsibility in students.

Internal Factors that Influence the Effectiveness of Classroom Management

Classrooms are not only determined by external factors such as the school environment, facilities, and teacher leadership style, but are also influenced by various internal factors originating from within the students. These internal factors play a significant role in shaping behavior, learning attitudes, and discipline, which are key to creating an orderly and conducive classroom atmosphere.

One influential internal factor is emotional intelligence. Emotional intelligence is an individual's ability to recognize, understand, and constructively manage their own and others' emotions. In the context of classroom management, students with high emotional intelligence are able to control their behavior, build positive relationships with teachers and peers, and demonstrate responsibility for assignments. This condition supports harmonious interactions while reducing deviant behavior in the classroom. Research by Minggu et al. (2023) revealed that emotional intelligence significantly influences student learning discipline, with a correlation of 0.419 and a contribution of 17.6%. In other words, the higher a student's emotional intelligence, the better their ability to maintain discipline and order during the learning process.

Furthermore, self-concept is also an important internal factor in effective classroom management. According to (Mz, 2018), self-concept has a positive and significant influence on student discipline, with an effective contribution of 51.9%. Self-concept reflects how individuals view, evaluate, and direct their own behavior. Students with a positive self-concept will have high self-confidence, responsibility, and motivation to comply with rules and complete assignments on time. Thus, a positive self-concept supports the formation of disciplined behavior that contributes to an effective and orderly learning environment.

Furthermore, (Putri Septirahmah & Rizkha Hilmawan, 2021) emphasized that other internal factors such as innate traits, awareness, interest, motivation, and mindset also play a role in influencing student discipline and behavior in the classroom. Innate factors (nativism) explain that inherited traits or characteristics can determine a person's tendency toward disciplined behavior. Self-awareness is a crucial element because discipline is easier to implement if it arises from personal will and awareness, rather than external coercion. Meanwhile, strong interest and motivation encourage students to actively participate in learning activities, while a positive mindset shapes students' perspectives on the importance of discipline and responsibility in the learning process.

External Factors That Influence the Effectiveness of Classroom Management

External (extrinsic) factors are influences from outside students that are very significant in influencing the level of discipline, which is the basis for the effectiveness of classroom management and enforcement of school rules (Minggi et al., 2023).

1. Family Environment

The family environment is recognized as the primary and most responsible environment for developing children's discipline (Yuliasuti & Vebrianto, 2019). The family's role is crucial through its full support and attention.

- a. **Parenting Style:** Parenting style is the most significant and effective external factor in shaping students' discipline (Sheillamita et al., 2023). Democratic parenting has a positive impact, and its contribution can explain variations in student learning discipline by more than 40% (Sheillamita et al., 2023).
- b. **Support and Attention:** Family support through supervision and full attention is crucial (Minggi et al., 2023). Lack of parental attention due to busy work schedules can negatively impact children's discipline, such as the habit of sleeping late and being late for school (Yuliasuti & Vebrianto, 2019).

2. Community Environment

The community environment around where students live and socialize also has a strong influence on behavior and discipline.

- a. **Negative Influences:** A negative home environment hinders the implementation of discipline at school. **Peer Relationships:** The influence of peers with bad habits (e.g., staying up late or smoking) can quickly affect a student's character. A positive society should encourage positive behavior (Minggi et al., 2023).

3. Learning Environment (School)

Although the focus is on factors outside the home, the physical environment of the school is also an extrinsic factor that supports discipline.

- a. **Ideal Facilities:** A clean, comfortable learning environment with adequate space is essential for increasing student motivation and concentration, which is part of improving discipline (Minggi et al., 2023).

Effective classroom management will be more easily achieved if there is good collaboration and positive support between the school, family, and community (Minggi et al., 2023). The synergy of these three external elements is key to improving student learning discipline.

RESEARCH METHODS

This study employed a literature review method, compiling various scientific references in the form of journals, research articles, and books discussing classroom management and the internal and external factors that influence student discipline. These sources were searched through Google Scholar and academic repositories, then selected based on topic relevance, publication year (2018–2025), and publication quality. The literature was then analyzed using content analysis techniques to identify patterns, main ideas, and key findings. The analysis results were then combined and compiled into conclusions that provide a comprehensive

overview of the relationship between internal and external factors and the effectiveness of classroom management in elementary schools.

ANALYSIS AND DISCUSSION

Student characteristics, as part of internal factors, have a significant influence on successful classroom management. One important aspect is student motivation and engagement in the learning process. Salsabila et al. (2025) found that highly motivated students tend to be well-disciplined, as evidenced by an average motivation score of 3.17 and discipline score of 3.05, both of which fall within the frequent category. These findings demonstrate a mutually supportive relationship between motivation and discipline; when students have a strong drive to learn, they are better able to comply with rules and actively participate in learning, thus helping teachers create an orderly and effectively managed classroom.

Conversely, low motivation is a key trigger for various undisciplined behaviors. Students who lack motivation often exhibit truancy, enter and exit class during the learning process, or neglect assignments. This low motivation is often influenced by students' inability to manage their time and a lack of understanding of the importance of discipline, leading to negative behaviors arising from the lack of internal drive to learn consistently. This situation presents a challenge for teachers, as students with low motivation tend to be less engaged in learning (Lesmana et al., 2024).

In addition to motivation, students' cognitive developmental stage and age play a significant role in determining their classroom behavior. At this stage, students are not yet fully capable of optimally regulating their attention, emotions, and time management. Internal factors such as study habits, self-awareness, and mindset also influence their level of discipline. With cognitive abilities still developing, students are more easily distracted, struggle with consistency, and require concrete and structured learning patterns to maintain focus and discipline throughout the learning process.

Student discipline is also an important indicator of effective classroom management. Research by (Darmayanti et al., 2021)

shows that emotional intelligence is one of the internal characteristics of students that significantly influences disciplinary behavior. Students who are able to regulate their emotions and understand the consequences of their actions tend to more easily follow rules, maintain order, and participate positively in learning. These findings emphasize that discipline is not only a matter of adherence to school rules, but also a student's ability to manage themselves.

According to (Evania & Ramadani, 2024), the habit of procrastinating, arriving late, and a lack of understanding of the importance of discipline are internal factors that directly impact the quality of classroom learning. This type of undisciplined behavior not only hinders the student's learning process but also disrupts the overall learning atmosphere and makes it difficult for teachers to maintain class focus. Other internal factors, as explained by (Putri Septirahmah & Rizkha Hilmawan, 2021), indicate that students' demeanor, interests, motivation, and mindset also determine their level of discipline. Students with a positive mindset and strong motivation are more easily directed to obey rules and actively participate in the learning process, thus creating a more orderly and conducive classroom environment.

Teacher characteristics, as part of internal factors, have a significant influence on the

effectiveness of classroom management. Teacher leadership style has been shown to play a direct role in shaping student behavior and discipline. When teachers lack assertiveness, classroom conditions become less controlled, triggering undisciplined behavior (Lesmana et al., 2024). Conversely, democratic and consistent leadership can create a conducive classroom atmosphere. This aligns with findings (Evania & Ramadani, 2024) that explain that positive social relationships between teachers and students contribute significantly to increased discipline and learning motivation. Teachers' inability to enforce rules has also been shown to impact low student compliance with school rules.

Besides leadership, teacher professional competence is another important aspect. Teachers who possess the ability to plan lessons thoroughly, organize learning activities coherently, and evaluate the learning process effectively can increase student motivation and discipline. Research (Minggu et al., 2023) shows that teachers who create a fun learning environment and use engaging media are able to foster student enthusiasm and discipline in learning. This finding aligns with Purwaningsih & Herwin (2020), who stated that the use of diverse and context-relevant learning strategies can maintain disciplined classroom interactions, even when teachers have limited time or facilities. Thus, teacher professional competence is not only related to material mastery but also includes the ability to manage a classroom effectively through sound managerial skills.

Teacher communication and the ability to build good interpersonal relationships with students are also crucial factors for successful classroom management. (Evania & Ramadani, 2024) emphasize that positive social relationships between teachers and students foster students' emotional development and increase their compliance with school rules. Conversely, teachers who lack concern or closeness with students can trigger undisciplined behavior (Lesmana et al., 2024). Teachers who are able to act like a second family through an emotional approach can foster better discipline, as students feel valued and psychologically supported (Purwaningsih & Herwin, 2020).

Teachers' ability to manage time and utilize resources also directly contributes to classroom order. (Lesmana et al., 2024) explain that teachers who are ineffective in time management and do not optimally implement the learning flow are more likely to encounter undisciplined behavior, such as tardiness, postponing assignments, and student non-compliance with learning activities. On the other hand, teachers who are able to manage learning facilities, create a comfortable physical environment, and regulate the learning rhythm appropriately can significantly improve students' focus, motivation, and discipline (Evania & Ramadani, 2024).

Various research findings indicate that parenting styles play a dominant role in shaping children's discipline, which is then carried over into the school environment. Parental and community support has been shown to create a more conducive learning environment, where parental involvement in school activities can increase learning motivation and strengthen the connection between home and school (Ritonga et al., 2025). This aligns with the view that the family is the primary environment that determines a child's educational development and behavior, as it is through parents that children first learn about themselves, others, and basic life values, including discipline in daily activities (Yuliastuti & Vebrianto, 2019). However, unfavorable home conditions such as family conflict, lack of parental attention, or unfocused parenting patterns often trigger the emergence of undisciplined behavior in students at school, especially when school guidance factors and social environmental influences are also unstable.

The impact of weak discipline habits at home is evident from various violations committed by students, such as being late to school, not wearing complete attributes, to not doing learning assignments given by teachers (Purwaningsih & Herwin, 2020). Thus, democratic parenting patterns that balance control, affection, and communication tend to be more effective in shaping children's disciplined behavior than authoritarian or permissive parenting patterns, because they provide a strong foundation for self-regulation and are carried over to student behavior in the classroom.

A comfortable school environment and consistently implemented school rules are two important factors influencing the development of student learning discipline. Several studies have shown that a clean, well-organized school environment supported by adequate learning facilities can improve student motivation, focus, and achievement, as a positive learning environment fosters a sense of security and optimal learning readiness. The social environment, such as harmonious relationships between teachers and students, emotional support from teachers, and positive interactions between students, also plays a significant role in fostering a sense of responsibility and compliance with school rules. Conversely, a less supportive school environment, for example due to negative peer influence or weak school supervision, can worsen student behavior, leading to students being late, frequently chatting, breaking rules, or lacking focus in learning (Evania & Ramadani, 2024). Furthermore, school policies are a structural factor that determines the success of the learning environment in fostering discipline. Research reveals that a lack of teacher assertiveness and inconsistent implementation of rules lead students to feel free to break the rules, such as skipping class, not completing assignments, or leaving class without permission. However, schools that implement policies based on habits, teacher role models, and reward and punishment systems have been shown to be more capable of fostering stable discipline, including in the context of online learning. Furthermore, the leadership of the principal and the role of teachers as policy implementers are crucial for the success of a culture of discipline; communicative and consistent leadership can build an orderly, positive school climate and support student character development (Alya Aprilia Aziza et al., 2025). Thus, a quality school environment and firm and consistent policies are two inseparable elements in shaping students' disciplined behavior and learning character as a whole.

Educational facilities and infrastructure play a crucial role in supporting discipline and effective learning in schools. Adequate learning facilities, such as teaching aids, textbooks, comfortable classrooms, and digital learning media, have been shown to increase student motivation and participation, as a well-organized learning environment helps students concentrate and follow rules more easily during the learning process (Alya Aprilia Aziza et al., 2025). Teachers who utilize engaging learning media can also reduce undisciplined behavior, as students are more actively engaged and less easily distracted during the learning process. Conversely, limited resources, such as a lack of teaching aids, disorganized classrooms, and a lack of supporting facilities, can lead to students becoming less enthusiastic, easily bored, and making it difficult to maintain orderly behavior. This, in turn, impacts the quality of their discipline in completing assignments and complying with classroom rules. Research also shows that learning barriers often arise from uneven infrastructure, such as textbook disparities and a lack of learning equipment, requiring teachers to work harder to maintain student engagement and foster consistent discipline (Evania & Ramadani, 2024). Therefore, adequate facilities and infrastructure not only support the learning process but also serve as a strategic factor in

fostering a culture of sustainable student discipline.

Discipline is a key component in successful learning and character development. True discipline arises from self-awareness and internal motivation, not external pressure. Emotional intelligence, as part of the internal factors, encompassing the ability to manage emotions and self-motivate, has been shown to significantly influence elementary school students' learning discipline (Darmayanti et al., 2021). Other internal factors such as innate talent, awareness, interest, motivation, and mindset are also important aspects that determine the level of discipline (Putri Septirahmah & Rizkha Hilmawan, 2021). The higher a person's emotional intelligence, the better their discipline (Darmayanti et al., 2021). However, the strength of these internal factors can weaken or even fail to develop if influenced by a permissive and less assertive environment or external factors.

Based on the findings discussing discipline, it is clear how weak external factors can erode students' motivation and self-awareness:

a. The Influence of Permissive Parenting Style (Family)

Discipline is a behavior shaped by the environment through parental parenting. If the family environment is not harmonious or there is a lack of guidance on discipline from parents, children will develop a habit of being undisciplined and breaking rules. In fact, students from broken homes are reported to be more likely to break school rules in an attempt to seek attention due to the lack of attention they receive at home. This permissive and poorly directed external environment effectively undermines efforts to develop students' self-discipline.

b. Impact of Indecisive Teachers (School/Rules)

In a school environment, efforts to establish discipline are ineffective without firm support. Even though students have been given advice and motivation by Guidance and Counseling (BK) teachers, many students still haven't changed. This is exacerbated by the fact that existing sanctions in schools are still relatively easy, leaving students who break the rules feeling free. In other words, the internal motivation teachers try to build cannot be sustained because external factors (systems and firmness) fail to provide strong boundaries and consequences. Furthermore, if students lack motivation to study diligently, they need input from others (external factors) to implement or improve discipline (Putri Septirahmah & Rizkha Hilmawan, 2021). Optimal discipline cannot rely solely on one factor. Discipline is the result of the interaction between heredity and the environment (Putri Septirahmah & Rizkha Hilmawan, 2021). Therefore, total synergy and consistency from all parties are required:

1. Internal: Students must be continuously trained and encouraged to develop internal factors such as motivation and self-awareness.
2. External & Synergy: Total synergy between family, school (teachers), and the environment is key to supporting and strengthening this internal motivation.

Internal factors (motivation and self-awareness) are foundational, but they can be weakened by permissive external factors, such as a parenting style lacking direction at home or teachers/school systems that are not firm in enforcing sanctions and rules. Therefore, a complete synergy between a supportive family environment and a firm and consistent school environment is absolutely necessary for students' internal motivation to grow and bear fruit in

the form of true discipline.

Table 1: Summary of Literature Analysis Results on Internal and External Factors of Classroom Management

Factor Category	Influencing Aspects	Key Findings and Contributions	Reference Source
Internal Factors (Students)	Learning Motivation & Engagement	Students with high motivation demonstrate good discipline (a motivation score of 3.17 and a discipline score of 3.05, often). Low motivation leads to undisciplined behavior (truancy, dropping out of class, and neglecting assignments).	(Lesmana dkk., 2024)
	Discipline Behavior & Emotional Intelligence	Emotional intelligence influences discipline. Students who can manage their emotions are more likely to follow rules. Procrastination, being late, and not understanding the importance of discipline are internal factors that reduce the quality of learning.	(Darmayanti dkk., 2021) (Evania & Ramadani, 2024)
	Other Psychological Factors	Self-disposition, interest, motivation, and positive mindset determine the level of student discipline and behavior in class.	(Putri Septirahmah & Rizkha Hilmawan, 2021)
Internal Factors (Teachers)	Leadership Style and Assertiveness	A lack of teacher assertiveness leads to a lack of classroom control and encourages undisciplined behavior. Democratic and consistent leadership creates a conducive classroom atmosphere.	(Evania & Ramadani, 2024) (Lesmana dkk., 2024)
	Professional Competency	A teacher's ability to plan, organize, and evaluate learning can increase student motivation and discipline. Varied and enjoyable learning strategies foster student enthusiasm and discipline.	(Purwaningsih & Herwin, 2020) (Evania & Ramadani, 2024)
	Interpersonal Relationships & Communication	Positive social relationships between teachers and students improve student compliance and emotional development. Teachers, as	(Purwaningsih & Herwin, 2020) (Evania & Ramadani, 2024)

External Factors	Parenting & Family Support	<p>second family figures, can foster better discipline.</p> <p>Parenting styles play a dominant role in shaping children's discipline, which carries over to school. Democratic parenting styles are more effective than authoritarian/permissive parenting styles in fostering disciplined behavior. Lack of attention/family conflict triggers indiscipline at school.</p> <p>Ritonga et al. (2025); Elisa & Lestari (2025); Purwaningsih & Herwin (2020).</p>	<p>(Ritonga dkk., 2025) (Purwaningsih & Herwin, 2020)</p>
	School Environment & Policy	<p>A comfortable physical environment and adequate facilities can improve student motivation, focus, and learning outcomes. Conversely, inconsistent or indecisive school policies leave students feeling free to break the rules. Schools that consistently implement a system of rewards and sanctions tend to be more successful in establishing strong and sustainable discipline.</p>	<p>(Alya Aprilia Aziza dkk., 2025) (Putri Septirahmah & Rizkha Hilmawan, 2021)</p>
	Facilities and infrastructure	<p>The availability of adequate learning facilities (teaching aids, digital media) increases student motivation, participation, and concentration. Limited resources can quickly make students bored and make it difficult to maintain orderly behavior.</p>	<p>(Alya Aprilia Aziza dkk., 2025)</p>
Factor Synergy	Total Synergy and Consistency	<p>Discipline is the result of the interaction of heredity and environment; it cannot be achieved solely by a single factor. It requires total synergy and consistency from family, school, and the community to strengthen students' internal motivation.</p>	<p>(Putri Septirahmah & Rizkha Hilmawan, 2021)</p>

Internal factors
(foundations) will be
weakened by permissive
external factors (lack of
direction in parenting,
indecisive teachers/systems).

CONCLUSION

The success of effective classroom management is largely determined by the total synergy between internal and external factors. Internally, optimal discipline is rooted in student characteristics, particularly self-awareness, high learning motivation, and emotional intelligence. Students who are able to manage their emotions and are motivated tend to be more obedient and participatory. Furthermore, internal teacher factors, particularly a democratic and consistent leadership style and positive interpersonal relationships, contribute significantly to creating a conducive atmosphere. However, this internal foundation is easily eroded by permissive external factors. The most dominant external factor is the democratic parenting style of parents, which significantly shapes children's discipline at home and carries it into the school environment. In addition to the family, support from the school environment through firm and consistent policies (especially regarding the enforcement of sanctions) and the availability of adequate infrastructure are essential elements for maintaining order and student focus. Therefore, successful classroom management absolutely requires a concerted and sustained effort from a supportive family and a school environment that firmly enforces rules.

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