

Analysis of Discipline Problems of MA As'adiyah Kraton Pasuruan Students Through the Implementation of Brainstorming Techniques

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Abstract

This research analyses student discipline problems at MA As'adiyah Kraton, Pasuruan, an educational institution that faces challenges in improving student discipline. This study aims to identify and analyse the factors that lead to low student discipline, the obstacles faced in disciplining students, and the policies implemented to overcome student discipline problems. This research used a descriptive qualitative approach. Data collection techniques have been used through interviews, observation, and implementation of brainstorming techniques. The research subjects were teachers and students of MA As'adiyah Kraton Pasuruan. The results showed several factors that cause low student discipline, including the need for increased approach and supervision of students, teachers to be more friendly, creative, and innovative, and the need for improved facilities. In addition, the study also identified some barriers to disciplining students and evaluated some policies implemented to address student discipline issues. The results of this study indicate the importance of improving approaches and supervision of students, improving the quality of teachers and facilities, and improving coordination between formal education institutions and pesantren to improve student discipline. This research contributes to understanding and overcoming student discipline problems in MA As'adiyah Kraton, Pasuruan.

Keywords: Brainstorming technique; Student discipline; Policy.

Introduction

Education shapes, directs, and develops a person's personality and abilities. Learners should be required to have superior competence and an excellent personality to compete in this sophisticated era.¹ In Law No. 20 of 2003 on the National Education System (Sisdiknas), it is stated that "National education functions to develop abilities and shape the character and civilisation of a dignified nation to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens."²

In the context of education in general, one of the problems that is relevant and often arises is the problem of student discipline.³ Student discipline is essential in creating a conducive and effective learning environment. However, cognitive aspects are usually the main focus in the learning process, while affective aspects, such as student discipline, are often ignored.⁴

One of the affective domains that remains unresolved to date is the problem of student discipline.⁵ Some of the issues faced by Madrasah Aliyah (MA) As'adiyah Kraton related to student discipline are many students who arrive late after recess, do not return to class, and are absent without information (permission, illness, and others).

Nung Indar Titik interprets discipline with students' compliance and obedience to the rules and regulations that apply in their school. Students can be said to be disciplined if they fulfil discipline indicators. Discipline indicators include entering school on time, ending learning and returning to school according to schedule, wearing school uniforms according to regulations, making notification letters if absent from school, participating in learning activities properly and actively, participating and carrying out extracurricular

¹ Newman Wadesango, "Nature of Teacher Participation in the Formulation and Implementation of School-Based Student Discipline Policies," *The Anthropologist* 15, no. 3 (2013): 361–367.

² Undang-Undang No, "Tahun 2003 Tentang Sistem Pendidikan Nasional," 20AD.

³ Moh Hafidurrahman, Samsul Arifin, and Ach Sholehuddin, "The Dilemma Of Online Education In Building Student Character," *Molang: Journal Of Islamic Education* 1, no. 02 (2023): 1–14.

⁴ Wanda Wanda Sekolah Menengah Atas Negeri, "Implementation of School Rules to Improve the Teachers and Student Discipline" (2021).

⁵ Andina Halimsyah Rambe and Siti Aisyah, "Correlation of Auditory, Intellectually, Repetition (Air) Learning Models on Student Achievement," *Molang: Journal Of Islamic Education* 1, no. 01 (2023): 1–10.

activities determined by the school, doing school assignments, carrying out class pickets according to schedule, and managing study time.⁶

Research on brainstorming has focused more on its application in learning contexts. For example, Andy Riski Pratama's research focuses on applying brainstorming techniques to promote student engagement in social studies subjects.⁷ Mete Alım and Mustafa Gül's research examined the effects of brainstorming techniques on teaching geographical concepts.⁸ Isabel Legaz Pérez's paper examines the use of Brainstorming in the classroom to develop research skills and increase creativity and motivation in university students.⁹

The author explored brainstorming techniques at MA As'adiyah Kraton Pasuruan in this context. The reason for choosing this method is that brainstorming can enhance creativity and develop ideas or issues quickly. With this method, a practical solution is expected to be found to overcome the problem of student discipline. In addition, this method also allows all participants to participate and contribute their ideas, thus creating a comprehensive and holistic solution.

This research problem seeks to expand the scope of the application of brainstorming techniques, not only in the context of learning but also in improving student discipline. Hopefully, the results of this study can significantly contribute to efforts to improve student discipline at MA As'adiyah Kraton Pasuruan and other educational institutions.

This research uses brainstorming techniques to analyse the discipline problem for MA As'adiyah Kraton Pasuruan students. This technique creates a more fun and effective atmosphere to use. In addition, it can also increase creativity and develop ideas or issues quickly.¹⁰ Brainstorming is also known as the brainstorming method. The brainstorming method is a form of discussion to gather all participants' ideas, opinions, information,

⁶ Nung Indar Titik, "Pengembangan Instrumen Pengukuran Disiplin Siswa," *Wiyata Dharma: Jurnal Penelitian Dan Evaluasi Pendidikan* 7, no. 1 (2019): 46–55.

⁷ Andy Riski Pratama, "Implementation of the Brainstorming Method in Implementing Islamic Religious Education Learning for High School Students in Bukittinggi," *At-Tadbir: Jurnal Manajemen Pendidikan Islam* 2, no. 2 (2022): 30–40.

⁸ M Gül, "Beyin Fırtınası Tekniğinin Coğrafi Kavramların Öğretimi Ve Kalıcılığı Üzerindeki Rolü" (Yüksek Lisans Tezi, Atatürk Üniversitesi Eğitim Bilimleri Enstitüsü, Erzurum, 2013).

⁹ Isabel Legaz Pérez, Laura Gutiérrez González, and Aurelio Luna Maldonado, "Brainstorming Como Recurso Docente Para Desarrollar Competencia Investigadora," *Revista iberoamericana de educación* (2017).

¹⁰ Youssef Es-Saady, "Towards a Support System for Brainstorming Based Content-Based Information Extraction and Machine Learning," in *Business Intelligence: 6th International Conference, CBI 2021, Beni Mellal, Morocco, May 27–29, 2021, Proceedings*, vol. 416 (Springer Nature, 2021), 43.

knowledge, and experience.¹¹ Unlike a debate, where one person's ideas can be responded to (supported, complemented, reduced, or disagreed with) by other participants, other people's opinions are not to be answered in brainstorming.¹²

This method is based on the idea that a group can develop more suggestions than each member. The brainstorming model was popularised by Alex Faickney Osborn in his book *Applied Imagination* in 1953, suggesting: that a group can mean that a group can double its creative output by brainstorming.¹³ Brainstorming works by focusing on the problem, then freely coming up with as many solutions as possible and developing them as far as possible.

Central to brainstorming is the concept of delaying decisions. In brainstorming, students are required to use their creative thinking skills. The brainstorming method is a form of discussion where participants are encouraged to express ideas, opinions, information, knowledge, experiences, and ideas about a problem without judgment from other participants. The use of brainstorming methods positively affects students' educational achievement. The purpose of the brainstorming method is to exhaust everything that students think of in responding to the problem posed by the teacher.¹⁴ To achieve the brainstorming method's objectives, paying attention to the rules considered is necessary.¹⁵ This is so the brainstorming method can run effectively and efficiently and realise the expected goals.

Research Methodology

This research uses a descriptive qualitative research approach.¹⁶ This approach was chosen because it is suitable for understanding social phenomena such as student discipline. In the context of this research, a descriptive qualitative approach was used to

¹¹ M Sobry Sutikno & Pupuh Fathurahman, *Strategi Belajar Mengajar Melalui Penanaman Konsep Umum Dan Konsep Islami* (Jakarta: PT. Refika Aditama, 2007).

¹² Soheila Abedianpour and Arezoo Omidvari, "Brainstorming Strategy and Writing Performance: Effects and Attitudes," *Journal of Language Teaching and Research* 9, no. 5 (2018): 1084–1094.

¹³ Meng-Ning Tsai et al., "A Brainstorming Flipped Classroom Approach for Improving Students' Learning Performance, Motivation, Teacher-Student Interaction and Creativity in a Civics Education Class," *Thinking Skills and Creativity* 38 (2020): 100747.

¹⁴ Kholoud Hussein Amoush, "The Impact of Employing Brainstorming Strategy on Improving Writing Performance of English Major Students at Balqa Applied University in Jordan.," *Journal of Education and Practice* 6, no. 35 (2015): 88–92.

¹⁵ Abdullahi Naser Mohammad AlMutairi, "The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among Male Students in Kuwait: A Field Study on Saud Al-Kharji School in Kuwait City.," *Journal of Education and Practice* 6, no. 3 (2015): 136–145.

¹⁶ Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2019).

gain an in-depth understanding of the problem of student discipline at MA As'adiyah Kraton and how this problem can be overcome.

This research was conducted at MA As'adiyah Kraton, under Pondok Pesantren Kramat, Kraton Sub-district, Pasuruan Regency, East Java. This location was chosen because it has significant student discipline problems and is relevant to the focus of this research. The research subjects were teachers and students of MA As'adiyah Kraton. Teachers and students were chosen as research subjects because they are the parties most involved and affected by student discipline problems.

Data collection techniques used brainstorming, observation, and interview techniques. The brainstorming technique was implemented by gathering a group of teachers and students and asking them to contribute ideas on improving student discipline. Observations were made by observing students' behaviour in the school environment. At the same time, interviews were conducted with teachers and students to gain a deeper understanding of students' discipline problems and potential solutions.

This type of research is field research, which allows researchers to observe and understand social reality directly. To ensure the validity and reliability of the data collected, the researcher used triangulation techniques, namely collecting data from various sources and methods and comparing the results.

This research is flexible, allowing the researcher to modify the details and formulation of the problem during the research process. Any changes made during the research process were recorded and analysed to understand how they affected the research results.

Results & Discussion

The stages of brainstorming that the author has carried out are: 1) Preparing several questions related to discipline problems and expected solutions, 2) Printing in the form of Instrument sheets and then distributed to students in several groups, 3) Students are given 30 minutes to discuss and exchange opinions in their groups related to the problem points, 4) Each group presents the results of its discussion, 5) In the brainstorming technique all ideas will be accommodated even though the idea seems strange, 6) The results of the discussion and student answers are studied and grouped if the identical answers are found, 7) Then the last is to rewrite all the results into a narrative and submit it to the institution through the madrasah head as a recommendation.

In addition to observing students' discipline problems at MA As'adiyah Kraton, the author did the same thing to several related teachers, including the Deputy Principal for Student Affairs, Class Teachers, and Education Staff. After conducting brainstorming techniques in analysing student discipline problems, several causes of low discipline, obstacles when disciplining, and policies implemented to overcome student discipline problems at MA As'adiyah Kraton were found based on the results of observations using brainstorming techniques conducted on students and teachers.

The taking after are a few of the components found and how the school arrangement has affected the progressing understudy teacher:

1. Approach and Supervision of Understudies Ought to Be Progressed: Understudies who skip school frequently ignore the existing rules. The need for educator supervision also impacts this during break time, when understudies who live in boarding schools spend break time playing or resting within the boarding school, and after that, they don't return to school. Drawing closer and administering understudies are basic things that must be connected to overcome understudy teaching issues. Understudies continuously given a persistent approach and supervision will frame a propensity for teaching and obligation.
2. Instructors must be more neighbourly, inventive, and imaginative: A few understudies expressed that they are awkward with instructors considered less social and less creative. In expanding to giving information, an educator must be proficient, explicitly able to get it under certain conditions and enhance learning, trusting that understudies can feel upbeat and not bored in learning.
3. Offices must be more satisfactory: Numerous understudies complain about the offices at school. Offices or offices and frameworks are components within the learning preparation that bolster the potential of each understudy in each instructive institution, both formal and non-formal. Total and satisfactory offices and frameworks will make understudies taught and excited about learning.
4. Understudies are less dependable for school cleanliness and consolation: Based on perceptions within the field, a few understudies expressed that the unclean condition of the classrooms made them awkward in learning, so numerous of the understudies were as well apathetic to coming to school. This can be due to students' need for duty.

5. Exercises at the pesantren are also active: Based on the conceptualising, understudies frequently come late to school and skip classes since the pesantren exercises are numerous and thick. Understudies living in boarding schools expressed that it is troublesome to oversee their rest hours, so they frequently drop sleeping amid school hours.
6. Unseemly environment or affiliation: The following calculation that causes the low level of understudy teaching is the issue of environment and affiliation. MA As'adiyah Kraton is an institution beneath the support of a boarding school, but it still acknowledges understudies who come from the exterior or don't live within the boarding school. Subsequently, the conditions and foundations of understudies are exceptionally different.

In this study, the author has tried to evaluate the effectiveness of school policies in improving student discipline. However, data or evidence showing that sanctions or coordination with the pesantren have resulted in student discipline improvements still needs further research. The author hopes that this study can be the basis for further research on the effectiveness of school policies in improving student discipline.

Obstacles in Disciplining Students

In general, the obstacles experienced by educational institutions, especially in MA. As' aliyah Kraton Pasuruan is divided into two, namely internal factors and external factors. Internal factors inhibit the discipline of students who come from themselves. Among these internal factors are many students who still do not know or understand the rules and sanctions that educational institutions have determined. However, some students already understand the laws and sanctions applied by academic institutions but are indifferent and dismissive. This is because students at the Madrasah Aliyah level are experiencing emotional development so that they are still labia, and very often, there is turmoil. Teenage emotions are often uncontrollable, so teachers sometimes have difficulty dealing with students. Second, external factors inhibit student discipline that comes from outside, including the role of teachers, social life, and relationships.

Teachers must provide good examples to students, especially in terms of discipline. If the teacher is disciplined, the students will also follow his example. Social life is also very influential on student discipline. Students accustomed to discipline from home tend to bring these habits to school and vice versa. No less critical is student association.

Students who tend to hang out with students who are not disciplined and not diligent will eventually be influenced by these bad habits.

Strategies to Overcome Factors Causing Student Indiscipline

The following are some strategies that can be implemented to overcome the factors that cause low student discipline:

1. **Improve Approach and Supervision of Students:** Schools can improve their approach and supervision by strengthening the role of homeroom teachers and BP teachers in providing student assistance and guidance. In addition, schools can also implement a mentoring or coaching system that a particular teacher carries out to a group of students. With this system, teachers can better understand the characters and conditions of students so that they can provide the right approach to improve student discipline.¹⁷
2. **Making Teachers More Friendly and Innovative:** To make teachers more friendly and innovative, schools can organise training or workshops related to innovative learning methods and how to communicate effectively with students.¹⁸ In addition, schools can also implement a reward and punishment system for teachers to encourage them to be more creative in teaching. The same findings were published by Arthur D. Gogatz and Mark Azavedo, who emphasised the need to professionalise teachers and students in brainstorming.¹⁹
3. **Improving School Facilities:** Schools can improve their facilities by renovating or adding facilities needed by students, such as laboratories, libraries, study rooms, and others. In addition, schools can also collaborate with third parties or conduct fundraising to obtain additional funds to improve school facilities.

Policies that have been implemented to Handle Student Discipline Problems

From the results of observations and brainstorming using the brainstorming method with the institution, several policies have been implemented to deal with student discipline problems at MA As'adiyah Kraton, among others:

¹⁷ Antonine Obiero, Jeremiah Kalai, and Ursulla Okoth, "Effect of Home Related Factors on Students Discipline in Public Secondary Schools in Nairobi County, Kenya" (2018).

¹⁸ Encep Sudirjo, "Model Pembelajaran Inovatif Berbasis Konsep Sekolah Ramah Anak," *EduHumaniora/ Jurnal Pendidikan Dasar Kampus Cibiru* 2, no. 1 (2016).

¹⁹ Arthur D Gogatz and Mark Azavedo, "Brainstorming: The Need for Professionalization of Facilitators and Participants.," *Journal of Business and Management Studies* 5, no. 2 (2023): 72–82.

First, Sanctioning: The institution has implemented sanctions against students who have problems with discipline. Discipline problems that concern the institution are students who arrive late, students who do not wear complete attributes, and students who do not attend school without clear information. The sanctions are in the form of giving disciplinary scores; students are also told to drink bitter herbs and use rattan to provide a deterrent effect. Providing sanctions through reprimands, actions, or suspensions has improved MA discipline. As'adiyah Kraton students. Students who have been sanctioned tend to feel afraid and try not to repeat these mistakes. In the same context, Sofiansyah Fadli said that sanctions help the policy determine the type of action given to students who break school rules.

Nadila Amelia and Nisa Amelia's findings conclude that the causes of school discipline violations signify the need for sanctions to be imposed.²⁰ Some cases of witnessing in schools tend to be inconsistent. For this reason, Novita Br Ginting²¹ recommends using the SMART method in a decision support system to recommend sanctions for students who violate school rules.

In contrast to the findings above, Ruth Ntombikayise Dlamini Racheal Mafumbate²² stated that applying traditional punishment would only hurt students' futures. The study recommends that teachers receive specialised guidance to avoid witnessing in dealing with student indiscipline.

Second, establishing communication and coordination with the pesantren: MA As'adiyah is an educational institution in the Banu Thoyib Kraton Pasuruan boarding school area. Most institution students are from Islamic boarding schools, including Kramat, Gunung Jati, Nurul Huda, and Al-Ghofuriy Islamic boarding schools. To make it easier to overcome discipline problems, the institution always coordinates with the relevant pesantren. This has been done for the past few years and has proven effective in improving student discipline.

²⁰ Nadila Amelia and Nisa Amelia, "Casual Factors and Sanctions For Disciplinary Violation Of School Rules," *International Journal of Education and Teaching Zone 2*, no. 1 (2023): 83–94.

²¹ Novita Br Ginting et al., "Implementation Of The Smart Method In The Decision Support System For Penalty Recommendations," *JITK (Jurnal Ilmu Pengetahuan dan Teknologi Komputer)* 8, no. 2 (2023): 133–138.

²² Ruth Ntombikayise Dlamini Racheal Mafumbate, "Disciplinary Practices Currently Used by Teachers and Their Effects on Learner Behaviour in Primary Schools in the Hhohho Region, Kingdom of Eswatini" (2019).

Although in a different context, the findings of Mayumi A. Willgerodt show that enhancing interprofessional collaboration (IPC) makes it easier for institutions to unravel the causes of student delinquency. Establishing communication with various sectors to maximise the educational process has been done in multiple countries; research examines communication Nicoleta Slabu And Mihaela Luminita Lupu,²³ which was conducted at the level of educational institutions in Romania.

Third, Homevisit, another policy implemented to deal with student discipline problems is home visits or visiting students' guardians. This policy slightly differs from some institutions that usually call student guardians to school. This is done when students have missed several school days without an apparent reason. The respective homeroom teacher handles home visit activities by visiting the student's guardian's house; the hope is that the student's guardian realises their child's mistakes and cooperates in disciplining discipline. The effectiveness of home visits has also been conveyed in the findings of Irsyad Dwilianto Herawansyah.²⁴ Similar findings on the effectiveness of home visits on students' academic success and classroom behaviour were presented in Fatih Ilhan's research.²⁵

Fourth, Student Attendance Using Finger Print: Since 2015 MA. As'adiyah has implemented student attendance using fingerprint technology. The use of fingerprint technology is expected to improve MA discipline. As'adiyah Kraton students. While in the madrasah, students must take attendance using their fingerprints four times, starting from the beginning of school, the second change of hours, after the break, and the last time when leaving school—using fingerprint technology as student attendance at MA. As'diyah has been proven to increase student discipline—the fingerprint system chosen by the MA. As'adiyah Kraton's institution has several advantages, among others. First, attendance using fingerprints is very difficult to manipulate because each student's fingerprints are different. Second, student attendance data is more accurate than manual

²³ Nicoleta SLABU and Mihaela Luminita LUPU, “A Bibliographic Study on the Use of Communication in Relation to the School Relationship- Coordinating Institutions” (n.d.).

²⁴ Irsyad Dwilianto Herawansyah and Anita Puji Astutik, “Analysis of Student Discipline Program Development at Muhammadiyah 1 Taman Sidoarjo Vocational High School,” *Journal of Islamic and Muhammadiyah Studies* 2 (2022): 10–21070.

²⁵ Fatih Ilhan, Burhan Ozfidan, and Sabit Yilmaz, “Home Visit Effectiveness on Students' Classroom Behavior and Academic Achievement,” *Journal of Social Studies Education Research* 10, no. 1 (2019): 61–80.

attendance. Third, it is easier to recap student attendance data. Fourth, its use is more practical because the data obtained is integrated directly from the system.

Conclusion

Based on the research and discussion results, it can be concluded that several factors contribute to low student discipline. These factors include the need to improve the approach and supervision of students, teachers who need to be more friendly, creative and innovative, inadequate facilities, students who are less responsible for the cleanliness and comfort of the school, activities in pesantren that are too busy, and inappropriate environments and associations.

In addition, there are also several obstacles in disciplining students. These obstacles include students who do not understand the rules, often violate the regulations, are difficult to tell, and pretend not to know, teachers who are worried that students do not want to go to school if the sanctions are too harsh and have difficulty contacting students' parents, as well as frequent miscommunication between institutional administrators and boarding school administrators.

Several policies have been implemented to overcome student discipline problems. These policies include sanctions, coordination with boarding school administrators, home visits, and student attendance using fingerprints.

This study also suggests some recommendations for the future. Firstly, educational institutions can take further steps to improve student discipline, such as increased teacher training on effective ways to discipline students, including effective communication and motivation techniques. Secondly, school facilities can be enhanced to create a more conducive learning environment for students. Third, new strategies to improve student discipline can be implemented, such as mentoring programs, social skills classes, or reward programs for students who show improvement in discipline. Fourth, communication between schools and parents can be improved to ensure parents are also involved in improving student discipline. Hopefully, with the implementation of these recommendations, student discipline at MA As'adiyah Kraton Pasuruan and other educational institutions can be improved.

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