

Challenges and Strategies for Implementing Discipline Policy at Elementary School: Collaborative Analysis between Principal, Teachers, and Parents

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Abstract

Student discipline is a crucial part in character development and academic achievement in primary education. At Elementary School 1 Kemiri Boyolali, the discipline policy, executed via the School Literacy Movement (SLM) program and the 5S culture, seeks to enhance student participation in learning. The execution of this policy encounters obstacles including insufficient resources, inadequate parental engagement, and discrepancies in teachers' methods of implementing punishment. This study seeks to examine the responsibilities of the principal, teachers, and parents in facilitating the execution of discipline rules, as well as to identify the obstacles and solutions employed inside the school. The employed methodology is qualitative, utilising a case study at Elementary School 1 Kemiri Boyolali, incorporating observational techniques and semi-structured interviews with the principal, educators, and parents. Data analysis employed a thematic approach, involving systematic coding of interview transcripts and observation notes to identify patterns related to stakeholder roles, obstacles, and solutions. The study's findings suggest that collaboration among the principal, teachers, and parents is crucial for effective punishment implementation, despite existing challenges in coordination and time limitations. This study underscores the significance of collaboration among stakeholders in fostering an effective culture of discipline in educational institutions. This study offers practical insights for primary schools to enhance the execution of discipline policies.

Keywords: *discipline, principal, teachers, parents, discipline policy, SLM, 5S culture*

Abstrak

Disiplin siswa merupakan bagian penting dalam pengembangan karakter dan prestasi akademik di pendidikan dasar. Di Sekolah Dasar 1 Kemiri Boyolali, kebijakan disiplin, yang dijalankan melalui program Gerakan Literasi Sekolah (SLM) dan budaya 5S, berupaya untuk meningkatkan partisipasi siswa dalam pembelajaran. Pelaksanaan kebijakan ini menghadapi kendala termasuk sumber daya yang tidak memadai, keterlibatan orang tua yang tidak memadai, dan perbedaan dalam metode guru dalam menerapkan hukuman. Penelitian ini berupaya untuk mengkaji tanggung jawab kepala sekolah, guru, dan orang tua dalam memfasilitasi pelaksanaan aturan disiplin, serta untuk mengidentifikasi hambatan dan solusi yang digunakan di dalam sekolah. Metodologi yang digunakan adalah kualitatif, memanfaatkan studi kasus di Sekolah Dasar 1 Kemiri Boyolali, menggabungkan teknik observasi dan wawancara semi-terstruktur dengan kepala sekolah, pendidik, dan orang tua. Analisis data menggunakan pendekatan tematik, yang melibatkan pengkodean sistematis transkrip wawancara dan catatan observasi untuk mengidentifikasi pola yang terkait dengan peran pemangku kepentingan, hambatan, dan solusi. Temuan studi ini menunjukkan bahwa kolaborasi antara kepala sekolah, guru, dan orang tua sangat penting untuk penerapan hukuman yang efektif, meskipun terdapat tantangan dalam koordinasi dan keterbatasan waktu. Studi ini menggarisbawahi pentingnya kolaborasi antar pemangku kepentingan dalam menumbuhkan budaya disiplin yang efektif di lembaga pendidikan. Studi ini menawarkan wawasan praktis bagi sekolah dasar untuk meningkatkan pelaksanaan kebijakan disiplin.

Kata kunci: *disiplin, kepala sekolah, guru, orang tua, kebijakan disiplin, SLM, budaya 5S*



INTRODUCTION

In the Indonesian educational landscape, literacy is pivotal for fostering critical thinking, ethical character, and disciplined behavior through initiatives like the School Literacy Movement (SLM), which enhances reading engagement and scientific competencies (Nuryana et al., 2020), yet its implementation in semi-urban settings like Kemiri, Boyolali, faces persistent challenges due to limited resources and fragmented stakeholder collaboration (Lestari et al., 2024). The urgency of this study stems from the critical gap in understanding how transformational leadership by principals, antecedent-based teaching strategies, and parental home reinforcement intersect to strengthen literacy-driven discipline policies, such as SLM and the 5S culture (Yusutria & Sutarman, 2021). By addressing this gap, this research offers actionable insights to enhance collaborative strategies, ensuring literacy initiatives effectively promote equitable educational outcomes in resource-constrained environments.

Student discipline constitutes a fundamental component of character development and academic achievement in elementary education; nonetheless, its execution frequently encounters intricate obstacles. At State Elementary School 1 Kemiri Boyolali, disciplinary measures such as the School Literacy Movement (SLM) and the 5S culture (Salam, Senyum, Sapa, Sopan, Santun) are employed to enhance student engagement in learning and cultivate positive values. SLM, designed to enhance students' reading engagement and scientific competencies (Nuryana et al., 2020), and the 5S culture that instills religious character and politeness (Yusutria & Sutarman, 2021), reflect the school's efforts to create a conducive learning environment. However, the implementation of these policies is not free from obstacles, such as limited resources and low student engagement, as found in a study (Lestari et al., 2024), which highlighted similar challenges in implementing SLM.

Despite well-designed discipline policies, State Elementary School 1 Kemiri Boyolali faces several problems in its implementation. Lack of parental involvement, often limited to communication via WhatsApp groups due to work commitments, hinders synergy between home and school, as shows the importance of school-family partnerships (Álvarez Blanco, 2019). In addition, variations in the implementation of discipline in the classroom by teachers, influenced by differences in classroom management approaches, as well as coordination challenges between principals and teachers, often reduce the consistency of discipline policies. These challenges are compounded by a lack of in-depth understanding of discipline policies among school staff, as found by Mathebula & Runhare (2021) in the context of the school discipline committee. Lack of student focus in the classroom is also an issue, which requires proactive strategies such as antecedent-based behavior management.

This study is significant due to the necessity of comprehending the dynamics of discipline policy implementation and the pivotal responsibilities of principals, teachers, and parents in confronting these issues. Principals, as transformational leaders, must motivate and direct teachers towards a unified vision of discipline, while instructors require effective classroom management practices to enhance student involvement (Gage et al., 2018). Parents, within the framework of the school-family collaboration, are essential in fostering discipline at home (Berkovich, 2016). This study examines the difficulties and strategies at SD Negeri 1 Kemiri to offer practical insights for enhancing the efficacy of discipline policies and fostering a positive school culture, hence supporting student learning outcomes (Sabarudin, 2018).

Despite the increasing body of literature on school discipline policies, most studies have inadequately examined the intricate dynamics of interactions among principals, teachers, and parents in fostering student discipline, particularly in elementary schools situated in semi-urban contexts like SD Negeri 1 Kemiri Boyolali. Prior research, including that by Lestari et al. (2024), emphasised the difficulties in executing the School

Literacy Movement (SLM) concerning resources and student involvement, yet failed to address the impact of inter-party collaboration on the efficacy of disciplinary policies like SLM and 5S (Yusutria & Sutarman, 2021). Furthermore, there exists a paucity of research connecting the transformational leadership of principals demonstrated to enhance teacher motivation and educational outcomes (V. Sumampong & Arnado, 2024), with the active involvement of parents at home, albeit restricted at school, underscoring the necessity for more comprehensive school-family collaborations. This gap indicates the necessity for research that emphasises comprehensive interactions within the local Indonesian setting.

This study presents a comprehensive analysis of the roles of principals, teachers, and parents in fostering student discipline, offering a novel viewpoint on how stakeholder engagement might enhance the efficacy of discipline policies in primary schools. This study employs transformational leadership theory (Day et al., 2016) to examine the role of principals, antecedent-based classroom management strategies for teacher methodologies, and the school-family partnership model (Álvarez Blanco, 2019; Malik, 2020) for parental engagement, revealing distinctive dynamics at State Elementary School 1 Kemiri Boyolali, including the utilisation of WhatsApp groups for communication and difficulties in inter-stakeholder coordination. This study enhances the literature by identifying particular challenges, including insufficient parental engagement in schools, and local strategies, such as teacher training and individualised counselling, that have not been extensively examined in Indonesian elementary schools, thereby offering significant practical and theoretical contributions.

This study seeks to investigate the roles of the principal, teachers, and parents in fostering student discipline at State Elementary School 1 Kemiri Boyolali through a comprehensive approach that evaluates the contributions of each stakeholder in the execution of educational services, including the School Literacy Movement (SLM) program and the 5S culture (Greetings, Smiles, Greetings, Polite, Courteous). This study specifically aims to: (1) examine the principal's role in developing and overseeing disciplinary policies, the teachers' role in enforcing classroom rules, and the parents' role in fostering discipline at home; and (2) identify challenges, including insufficient coordination among stakeholders and parental engagement, as well as strategies employed, such as teacher training and communication through WhatsApp groups, to facilitate the effective implementation of student discipline.

METHOD

This study employs a qualitative methodology utilising a case study approach to thoroughly investigate the roles of principals, teachers, and parents in the implementation of educational services that foster student discipline at State Elementary School 1 Kemiri Boyolali, selected for its capacity to address the question of "how" within a real-world context (Sofaer, 2002). The study's subjects comprised one principal responsible for disciplinary policy, three teachers who actively implement discipline in the classroom and serve as role models, and six parents who reinforce discipline at home, all selected through purposive sampling to ensure relevance and substantial contribution to the research objectives (Gill, 2020). This method facilitates a comprehensive understanding of the dynamics of interactions and techniques in cultivating a culture of student discipline.

This research employed data collection methods including non-participatory observation and semi-structured interviews to investigate the execution of discipline policies at State Elementary School 1 Kemiri Boyolali (Sofaer, 2002). Observations seek to actively monitor teacher-student interactions, learning sequences, absences, and student reactions to disciplinary procedures, without the researchers' direct involvement. Semi-structured interviews were performed to investigate the principal's perspectives on

disciplinary policies and associated obstacles, teachers' experiences in implementing discipline in the classroom, and the role and expectations of parents in fostering children's discipline. The observation and interview instrument grids reference analogous studies (Aningsih et al., 2022; Ritter, 2018), that investigate the character-based educational service method to enhancing student discipline, so ensuring the relevance and precision of data gathering. This method facilitates adaptable, thorough investigation while maintaining concentration on the research goals.

The research data were analyzed using a thematic approach to identify key themes related to the implementation of discipline policies at State Elementary School 1 Kemiri Boyolali (Elliott, 2018; Lisa et al., 1967). The analysis process included coding interview and observation data to find patterns related to the roles of principals, teachers, and parents, as well as challenges and solutions in shaping student discipline, followed by grouping data into categories such as the role of each subject, obstacles, and strategies. Interpretation was carried out to understand the effectiveness of discipline implementation based on these findings. To ensure the validity and reliability of the data, source triangulation was applied by comparing the results of interviews with principals, teachers, and parents with observation data (Sofaer, 2002).

RESULT AND DISCUSSION

This section delineates the findings of a qualitative study conducted at Kemiri 1 Elementary School, Boyolali, structured around three principal themes corresponding to the research objectives: the principal's role in formulating and executing disciplinary policies, the teachers' role in enforcing student discipline within the classroom, and the parents' role in reinforcing disciplinary policies at home. This chapter examines the challenges encountered by each party, including inadequate coordination and inconsistency in rule implementation, along with the strategies employed, such as advisory guidance and collaborative methods, to address these issues, as revealed through thematic analysis of observations and interviews.

Observations at State Elementary School 1 Kemiri Boyolali revealed that the principal implemented disciplinary policies through programs such as the School Literacy Movement (SLM) and 5S (Greetings, Smiles, Greetings, Politeness, Courtesy), with direct supervision to ensure consistency, and interacted regularly with teachers through coordination meetings to align the implementation of disciplinary rules. Teachers implemented discipline in the classroom through persuasive approaches, such as rule reminders and educational sanctions, with students showing varying levels of compliance, marked by improved absenteeism but still challenges in full engagement during learning. Parents supported discipline at home through communication about the importance of rules and monitoring children's assignments, although their involvement in school, such as in disciplinary support activities, was still limited, as identified through non-participatory observation.

Table 1. Analysis of Observation Findings

Aspect	Observation Findings
Role of Principal	The principal implements discipline policies through the SLM and 5S (Greetings, Smiles, Greetings, Politeness, Courtesy) programs with direct supervision. Routine interaction with teachers through coordination meetings ensures consistency in the implementation of discipline rules.
Role of Teacher	Teachers implement discipline in the classroom with a persuasive approach, such as rule reminders and educational sanctions. Students show varying compliance, with increased absenteeism but challenges in full engagement during learning.

Role of Parents	Parents support discipline at home through communication about the importance of rules and monitoring children's assignments. Involvement at school is limited, especially in discipline support activities, although there is communication with teachers.
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Semi-structured interviews at Kemiri 1 Public School, Boyolali, revealed that the principal views disciplinary measures, such as the School Literacy Movement (SLM) and 5S culture (Salam, Senyum, Sapa, Sopan, Santun), as vital for student character development, yet faces coordination challenges with teachers, addressed through regular training and close supervision. One principal noted, *"SLM and 5S are key to shaping student values, but aligning teachers requires ongoing workshops to unify our approach."*

Teachers enforce classroom discipline using optimal seating arrangements and timely assignments, countering student inattention with brief counseling sessions. A teacher shared, *"I use one-on-one talks to redirect unfocused students, which helps maintain class order."*

Parents support discipline at home by monitoring assignments and discussing rule importance, but work commitments limit school involvement, relying on WhatsApp groups for teacher communication. Thematic analysis identified three key codes: (1) "Policy and Coordination" (strengthening rules and collaboration), (2) "Individual Approach" (personalized teacher strategies for infractions), and (3) "Home Support" (active parental home engagement with limited school presence), highlighting the complex dynamics of stakeholder roles and barriers in fostering discipline.

Table 2. Results of Coding Analysis of Interview Findings

Key Code	Description	Examples
Policy and Coordination	The principal focuses on strengthening disciplinary rules such as the SLM and 5S programs, but faces challenges in coordinating with teachers, which are addressed through regular training and close supervision.	SLM program, 5S, regular training, strict supervision
Individual Approach	Teachers enforce classroom discipline through conducive seating arrangements and timely assignments, but struggle with students who lack focus, which is addressed through individual approaches such as brief counseling.	Seating arrangement, timely assignment, brief counseling
Home Support	Parents support children's discipline at home through supervision of assignments and discussions about the importance of rules, although involvement at school is limited due to busy schedules, with a communication strategy through WhatsApp groups to coordinate with teachers.	Homework supervision, communication via WhatsApp

Thematic analysis of data gathered from observation, interviews, and documentation at State Elementary School 1 Kemiri Boyolali recognized three primary issues concerning the execution of educational services aimed at fostering student discipline. Initially, collaboration among the principal, educators, and parents is facilitated through monthly coordination meetings orchestrated by the principal to synchronize the execution of disciplinary policies, including the School Literacy Movement (SLM) and the

5S program (Salam, Senyum, Sapa, Sopan, Santun). Furthermore, active communication occurs via WhatsApp groups to disseminate information regarding student progress, although parental participation in school activities is frequently impeded by time limitations stemming from professional obligations. Secondly, obstacles to enforcing discipline encompass student behaviors that detract from learning, such as irrelevant discussions and tardiness in assignment completion, teachers' constrained availability for rigorous oversight beyond classroom hours, and disparities in parental engagement shaped by socio-economic status and comprehension of discipline's significance. The implemented solutions and strategies encompass regular training for teachers by the principal to enhance rule enforcement consistency, individualized counseling methods by teachers to address minor infractions through reflective dialogues, and parental initiatives to reinforce discipline at home via task oversight, discussions regarding the values of the rules, and ongoing communication with the homeroom teacher to monitor children's progress. The analysis of these three topics indicates that the efficacy of cultivating student discipline relies on the synergy among stakeholders and the adaptability of solutions to contextual constraints, however enhanced parental participation is essential for achieving more optimal outcomes.

Table 3. Thematic Analysis of Research Findings

Theme	Description of Analysis
Collaboration of Principals, Teachers, and Parents	Collaboration is realized through monthly meetings between the principal and teachers to align SLM and 5S policies, as well as communication via WhatsApp groups with parents, although parental involvement in the school is limited due to work.
Challenges in Implementing Discipline	Challenges include students' lack of focus (talking out of context, late assignments), limited teacher time for intensive supervision, and variations in parental involvement due to socio-economic factors.
Solutions and Strategies	The principal organizes teacher training for rule consistency, teachers implement individual counseling for minor violations, and parents provide support through task supervision and discussion of rules at home, with regular communication via the homeroom teacher.

The study's findings reveal that the principal of State Elementary School 1 Kemiri Boyolali is instrumental in developing and overseeing disciplinary policies, including SLM and 5S. Teachers implement classroom rules using persuasive methods and counseling, while parents assist in maintaining discipline at home through task supervision, albeit with limited involvement at school. The primary challenges are students' lack of concentration, teachers' time limitations, and disparities in parental engagement, which are mitigated by educator training, personalized counseling, and proactive communication via WhatsApp groups to enhance collaboration in fostering student discipline.

This discussion section aims to analyze in depth the findings obtained in Chapter Results, relate them to relevant theories, and explore the practical implications of implementing discipline at Elementary School 1 Kemiri Boyolali. The results of the study

indicate that the success of implementing discipline policies is highly dependent on the active role of the principal, teachers, and parents, although challenges in coordination, time constraints, and variability in parental involvement remain major obstacles. Therefore, this chapter will discuss how collaboration between principals, teachers, and parents can strengthen the implementation of discipline policies, the challenges they face in enforcing discipline, and the solutions implemented to overcome these obstacles, with a focus on the importance of synergy and adaptation of relevant strategies.

Research findings at SD Negeri 1 Kemiri Boyolali indicate that the principal is pivotal in formulating and executing discipline policies, including the School Literacy Movement (SLM) and the 5S program (Salam, Senyum, Sapa, Sopan, Santun), by means of direct oversight and monthly coordination meetings with educators to guarantee uniform adherence to the regulations. The primary problem encountered is the cooperation with educators, stemming from time limitations and divergent views on disciplinary objectives, which occasionally obstruct collaborative policy execution. The principal's strategy of offering consistent training to teachers demonstrates an endeavor to enhance collective comprehension and dedication to a culture of discipline. The principal's position aligns with transformational leadership theory, which underscores the significance of communication, motivation, and synergy in attaining educational objectives (Li, 2022). The principal of State Elementary School 1 Kemiri exemplifies transformational leadership traits by inspiring and developing teachers, hence enhancing their motivation and engagement in upholding discipline (V. Sumampong & Arnado, 2024). The integration of transformational and instructional tactics, including meticulous oversight and coaching, exemplifies an effective method for ensuring the sustainability of discipline policies (Day et al., 2016). Despite the emergence of coordination issues, principals who cultivate good communication and a unified vision (Sun et al., 2017) can surmount these obstacles, fostering a school atmosphere that promotes student discipline (Berkovich, 2016).

Research at State Elementary School 1 Kemiri Boyolali reveals that educators employ proactive strategies to maintain classroom discipline, including optimal seating configurations to reduce disturbances and concise counseling to rectify minor infractions, such as off-topic discussions, consistent with antecedent-based behavior management techniques that effectively diminish disengagement behaviors (Malik, 2020). This method enables educators to cultivate positive relationships with students, fostering a supportive learning environment, as evidenced by a student-centered strategy that enhances learning outcomes (Karasova & Nehyba, 2023). A significant challenge involves students who exhibit diminished focus, frequently attributable to insufficient motivation or external distractions, necessitating supplementary interventions such as targeted commendation for positive behavior and consistent reminders of the schedule to enhance classroom engagement (Collier-Meek et al., 2019). Educators employ verbal reminders and educational consequences, such as supplementary assignments, to enhance compliance, aligning with classroom management strategies that bolster student engagement (Gage et al., 2018). The principal's training at State Elementary School 1 Kemiri facilitated the execution of this strategy, underscoring the significance of professional development via coaching and feedback (Wilkinson et al., 2020). Consequently, this pedagogical approach, when supplemented with specific interventions as BEST in CLASS-Elementary (Sutherland et al., 2020), can markedly enhance student discipline and participation inside the classroom.

Research findings indicate that parents significantly contribute to student discipline at home by supervising schoolwork, discussing the importance of rules, and instilling polite behavior, thereby highlighting the substantial impact of the family environment on children's development prior to school entry (AL-Momani, 2024). Utilizing WhatsApp groups as a communication medium with educators enables parents to oversee their

children's progress and reinforce school discipline policies, along with a connectivism-based framework that leverages social networks for collaboration (ALZAIN, 2019). Parental engagement in schools, particularly in disciplinary support activities, is constrained by professional obligations and a poor comprehension of their role in school-family collaborations, highlighting difficulties in fostering a culturally inclusive educational environment (McWayne et al., 2022). Nonetheless, communication via WhatsApp groups has enabled strengths-based involvement, allowing parents to exchange information and assist teachers in maintaining discipline, so reinforcing the school-family-community partnership model (Álvarez Blanco, 2019). To improve participation, a partnership-oriented strategy within a multilevel preventative framework, as suggested (Garbacz et al., 2020), can be employed to foster more active collaboration between parents and schools, thereby holistically supporting student discipline.

Investigation at State Elementary School 1 Kemiri Boyolali identified the primary challenges in enforcing student discipline: inadequate coordination between the principal and teachers stemming from divergent priorities, diminished student concentration in class due to external distractions, and minimal parental engagement at school resulting from work obligations, which reflect barriers in school-family partnerships (Álvarez Blanco, 2019). The implemented solutions comprised regular training by the principal to harmonize the disciplinary vision, individualized counseling methods by teachers to enhance student engagement (Sutherland et al., 2020), and communication via WhatsApp groups to reinforce parental involvement at home (ALZAIN, 2019). The practical implication is that these solutions can be implemented in other elementary schools with analogous characteristics through contextual modifications, such as incorporating classroom management training into teacher professional development and employing digital platforms for parental engagement, to foster a sustainable culture of discipline. Principal involvement is pivotal in developing discipline policies like SLM and 5S, while teachers assist through classroom management and counseling, and parents contribute via home supervision; however, challenges persist, including inadequate coordination, student distraction, and limited parental engagement. The collaboration among parties, facilitated by efficient communication and proactive methods, is crucial for fostering student discipline, with the possibility of replication in other schools via a partnership-oriented strategy.

CONCLUSIONS

The effective implementation of discipline policies at Kemiri 1 Public School, Boyolali, hinges on robust collaboration among the principal, teachers, and parents to foster student discipline through programs like the School Literacy Movement (SLM) and 5S culture, addressing challenges such as student inattention and limited teacher supervision time. The principal drives policy formulation and oversight, teachers employ persuasive techniques and individual counseling to enforce classroom rules, and parents reinforce discipline at home via task supervision, though coordination gaps persist. Strategies like regular teacher training and WhatsApp-based communication have proven effective in mitigating these barriers. To enhance outcomes, schools should prioritize targeted parental engagement initiatives and integrate classroom management training into professional development. Further research is recommended to explore the impact of parental school involvement and socio-economic influences on discipline sustainability, alongside longitudinal studies to assess long-term effects on student character development.

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