

# Self-concept and discipline of students at SMPN 1 Adiluwih Pringsewu

Kondang Prayoga<sup>1</sup>, Komang Sutawan<sup>2</sup>, Juni Suryanadi<sup>3</sup>

<sup>1,2</sup>Buddhist Education Department, Jinarakkhita Buddhist College of Lampung, Indonesia

<sup>3</sup>Buddhist Business and Management Department, Jinarakkhita Buddhist College of Lampung, Indonesia

Corresponding Email: [kondang.prayoga@sekha.kemenag.go.id](mailto:kondang.prayoga@sekha.kemenag.go.id)

**Abstract:** This study aims to determine the effect of self-concept on student discipline at SMP Negeri 1 Adiluwih, Pringsewu Regency. Student discipline is an important factor in supporting learning success, while self-concept reflects an individual's perception of themselves, which can influence behavior and attitudes in the school environment. This study uses a quantitative approach with a survey method. The population in this study was all students at SMPN 1 Adiluwih, and the sample was taken randomly by stratification. Data collection was conducted through a closed questionnaire that had been tested for validity and reliability. The data analysis technique used was simple linear regression to determine the extent of the influence of self-concept on discipline. The more positive the students' self-concept, the higher their level of discipline in the school environment. These findings show the importance of strengthening self-concept in efforts to improve student discipline at school. The more positive the students' self-concept, the higher their level of discipline in the school environment. These findings show the importance of strengthening self-concept in efforts to improve student discipline at school. How many words are there in the above sentence? The higher the self-concept of students, the higher their level of discipline at school. The coefficient of determination ( $R^2$ ) value of 0.517 shows that self-concept contributes 51.7% to the variation in student discipline. The remaining 48.3% is influenced by factors other than the research variables, such as family environment, social circle, and the learning system at school.

**Keywords:** Self-concept, discipline, learning success

## 1. Introduction

Education is a process that not only emphasizes cognitive aspects but also touches on the affective and psychomotor aspects of students. One of the important goals of education is to shape students' personalities to be responsible and highly disciplined [1]. Every educational unit generally establishes a set of rules that must be obeyed by all members of the school community, including teachers, students, and educational staff. These rules serve as the basis for establishing and strengthening disciplined behavior in the school environment [2].

Education plays a very important role in human life. One of the educational activities referred to is going to school. Every individual who attends school must pass several

levels in order to graduate [3]. In Indonesia itself, there are several stages in education, namely kindergarten, elementary school, junior high school, high school, and college [4]. Every school must enforce discipline for teachers, students, and school officials [5]. However, in reality, there are still many students who do not follow school discipline, and even many teachers are still undisciplined and do not enforce discipline. There are many things that must be understood about discipline in schools, namely that discipline is not only obeyed and enforced on students, but discipline must also be enforced on all school members and components within the school. There are several examples of discipline that are applied to students, such as arriving on time, wearing uniforms, and so on. Likewise, teachers and school officials must also apply the rules that are in place [2].

Discipline in learning is one of the obligations that must be carried out by every student in order to achieve learning objectives at school. However, violations of school rules are still often found in the school environment, such as students skipping class, cheating, stealing, fighting, and so on [6]. The deviant behavior of students as mentioned above is nothing but the result of a lack of discipline among students at school and the enforcement of rules that can be said to be ineffective. This has resulted in various violations of the rules and regulations that apply at school, which will certainly greatly affect the comfort and safety of students in learning, both for the violators and for other students in the school environment [7].

In today's world of education, various problems are still frequently encountered, one of which is related to student character. These problems are evident in bullying among students, an increase in juvenile delinquency, and low levels of discipline. This condition reflects a decline in morals among students [8]. Discipline is the key to success for students' learning activities at school, because with discipline, each student will create a comfortable and safe learning environment for themselves and for other students in the school environment. The discipline desired here is discipline that arises from awareness, not coercion [9]. The discipline referred to here is discipline that arises from awareness, not coercion. Discipline that arises from awareness is caused by students realizing that only with discipline will they achieve success in everything, that with discipline they will be able to eliminate the disappointment of others, and that with discipline others will admire them [10].

Discipline plays a very important role in the education and learning process. Discipline helps make each student aware of their position, both inside and outside the classroom. This awareness shapes an attitude of respect for authority, such as teachers and the rules that apply in the school environment [11]. Having a disciplined attitude at home or in the community will make a person more qualified, especially in terms of attitude and morals [12]. Students must comply with school rules or discipline itself, especially students who are studying at SMPN 1 Adiluwih. They must have a disciplined attitude so that they develop good behavior [13].

Based on observations conducted at SMPN 1 Adiluwih, there are several problems, including a lack of self-confidence among students, an attitude of indifference, a lack of discipline in learning (truancy, tardiness), a lack of responsibility for tasks assigned by teachers, students who have not established good relationships, and students who often

leave the classroom during lessons. This is caused by students who are unable to manage their time well and like to procrastinate on work that should be completed. Therefore, it is very necessary to practice self-discipline, and the only way to discipline oneself is to have an education system. Education is a process of changing an individual's mindset to mature. Thus, a disciplined attitude will form a good self-concept. A good self-concept is inseparable from the attitudes and behaviors exhibited by the individual in their daily life, whether in the family, community, or educational environment. Based on these observations, the researcher was interested in researching the issue in a thesis entitled *The Influence of Self-Concept on the Discipline of Students at SMPN 1 Adiluwih Pringsewu*.

## **2. Method**

This study uses a quantitative research approach with a survey method. Data collection was carried out using research instruments, and data analysis was quantitative or statistical, with the aim of testing the established hypothesis. The objects of this study were the self-concept and discipline of students. The subjects of the study were 28 students in grades VII, VIII, and IX at SMPN 1 Adiluwih Pringsewu. The research period was from February to July 2025. The research design data collected in this study were related to making observations, establishing the background of the problem, identifying the problem, formulating the problem using a theoretical basis or searching for theories related to students' self-concept and discipline, including exploring theories, developing research methods, and making decisions. This was followed by determining variables, creating an instrument grid, collecting data with questionnaires, analyzing data, and drawing conclusions and recommendations.

## **3. Results and Discussion**

### **3.1. Results**

#### *3.1.1. Instrument Validity Test*

The instrument test was conducted on April 15, 2025, at Bina Mulia Junior High School, precisely in Pringsewu, with 28 student respondents and 61 statement items consisting of 22 items on the Self-Concept influence variable and 39 items on the Discipline variable. The results for the Self-Concept influence variable showed 56 valid items. The invalid items were numbers 11 and 13 with a *r*-hitung value of -0.229, item number 13 with a *r*-hitung value of -0.166, and item number 20 with a *r*-hitung value of -0.561. In the learning discipline variable, there were 39 valid items and 3 invalid items. The invalid items were number 42 with a *r*-hitung value of 0.329, number 45 with a *r*-hitung value of -0.331, with a *r*-hitung value of -0.354, and item number 51 with a *r*-hitung value of 0.414. Several of these items were declared invalid by comparing the *r*-table of 30 respondents with a significance level of 0.05, namely 0.354. If  $r_{hitung} \leq r_{tabel}$ , the item is declared invalid. The invalid statement items were removed by the researcher because other item numbers could already represent each statement indicator, so that out of 61 statement items, there were still 61 statement items used in the study.

### 3.1.2. Reliability Test of the Instrument for the Influence of Self-Concept and Discipline

Based on the reliability test of the research instrument, a reliability coefficient was obtained for the 61 valid items. The reliability statistics results using SPSS 16.0 produced a Cronbach's alpha value of 0.825 because the significance value was  $> 0.05$ , meaning that the measuring instrument was declared reliable. It can be concluded that the research instrument used in this study met the requirements for good reliability.

**Table 3.1** Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	Number of Items
.825	61

Source: SPSS 16.0 data processing results

### 3.1.3. Normality Test

A normality test was conducted to determine whether the data collected came from a normally distributed population. The normality test in this study was conducted using the SPSS (Statistical Program for Social Sciences) data processing program, using the one-sample Kolmogorov-Smirnov test, with a significance level of 0.05 or 5%. Hypothesis:

Ho: normal distribution

Ha : non-normal distribution

If sig (2-tailed)  $\geq \alpha$  (0.05), then the residuals are normally distributed.

If sig (2-tailed)  $\leq \alpha$  (0.05), then the residuals are not normally distributed.

**Table 3.2** Normality Test

One-Sample Kolmogorov-Smirnov Test				
N		28		
		.000000		
Most Extreme Differences	Mean		22.29910555	
	Std. Deviation		.145	
Most Extreme Differences	Absolute		.145	
	Positive	Negative	.145	-.112
Test Statistic		.145		
Asymp. Sig. (2-tailed)		.135		

Source: Data processed using SPSS 16.0 2025

The results of data processing for normality testing can be seen from the p-plot, which is a normality test conducted to test whether the regression model of the independent and dependent variables has a normal distribution or not. A good regression model is one in which the data has a normal or near-normal distribution. To determine whether it is normal or not, look at the distribution of data (points) on the diagonal axis. The basis for decision making is as follows:

- a. If the data is scattered around the diagonal line and follows the direction of the diagonal line, then the regression model meets the normality assumption.
- b. If the data is scattered or far apart and does not follow the direction of the diagonal line, then the regression model does not meet the normality assumption.

Based on the SPSS output table, it is known that the Asymp.Sig (2-tailed) significance value of 0.135 is greater than 0.05. Therefore, in accordance with the basis for decision making in the Kolmogorov-Smirnov normality test above, it can be concluded that the data is normally distributed. Thus, the assumption or requirement of normality in the regression model has been met.

#### 3.1.4. Homogeneity Test

The homogeneity test is a way to determine whether several population variants are the same or not. The homogeneity test is carried out as a requirement in independent sample test analysis using the Compare Means One Way Anova method. The underlying assumption in variance analysis (anova) is that the variants from the population are the same. The test criteria are that if the result is greater than 0.05 or 5%, then it can be said that the variants from the two data groups are the same. The results of the homogeneity test are seen from the test of homogeneity variance output, where the significance value of the influence of the Self-Concept and Discipline practices of students is 0.120, which means that  $0.120 > 0.05$  = it can be said that the two data sets are homogeneous. For more details, see the following test of homogeneity of variances table.

<b>Table 3.3 Homogeneity Test</b>					
Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
VAR00001	Based on Mean	6.100	5	7	.017
	Based on Median	3,880	5	7	.053
	Based on Median and with adjusted df	3,880	5	2.000	.218
	Based on trimmed mean	5,950	5	7	.018

Source: Data processed using SPSS 16.0 2025

#### 3.1.5. Hypothesis Testing and Simple Linear Regression Analysis

<b>Table 3.4 ANOVA Table</b>	
ANOVA Table	

			Sum of Squares	df	Mean Square	F	Sig
Student Discipline, Self-Concept	Between Groups	(Combined Linearity	5541.667	20	277,083	.246	.994
		Deviation	2.247	1	2.247	.002	.966
		From Linearity	5,539.420	19	291,548	.259	.991
	Within Groups		7,886.333	7	1,126,619		
	Total		13,428,000	27			

Source: Data processed using SPSS 16.0 2025

Based on the Significance Value (Sig): from the output above, the Deviation from Linearity Sig. value is 0.991, which is greater than 0.05. Therefore, it can be concluded that there is a significant linear relationship between the Self-Concept variable (X) and the Student Discipline variable (Y).

**Table 3.5** R Square Determination Coefficient Values

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R-Square	Standard Error of the Estimate
1	.719 <sup>a</sup>	.517	.498	6.47889
a. Predictors: (Constant), X				
b. Dependent Variable: Y				

Source: SPSS 16 output

Testing with simple linear regression yielded the following results. Based on the output results by reading the model summary, an r square value of 0.517 was obtained, which means that the self-concept variable (X) has a 51.7% effect on the Student Discipline variable (Y), while the remaining 48.3% is influenced by other factors not included in this research model. Data analysis techniques were used to answer the research questions posed through hypotheses. These hypotheses were tested as tentative answers to the question, "Is there an influence of self-concept and discipline at SMPN 1 Adiluwih Pringsewu?" Hypothesis testing in this study used a simple linear regression formulation, and the data were obtained using SPSS 16.0. Testing with simple linear regression yielded the following results.

**Table 3.6** Simple Linear Regression Equation Test

Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t Sig.
1	(Constant)	181.798	5.781		31,449 .000
	X	.370	.070	-.719	-5,274 .000
a. Dependent Variable: Y					

Source: SPSS 16 output

Based on the output results by reading the coefficients, a constant value of 181.798 was obtained, which means that if self-concept has a value of 0, the consistent value of the student discipline variable is 31.449. The regression coefficient for the technology-

based learning variable (X) is 370, meaning that if the influence of self-concept increases or develops, the student discipline variable (Y) will increase by 0.370 with the following regression equation.

$$Y = 181.798 + 0.370 X$$

The statistical hypothesis in this study is:

H<sub>a</sub> : There is a significant effect of Self-Concept on Student Discipline at SMPN 1 Adiluwih Pringsewu.

H<sub>o</sub> : There is no significant influence of Self-Concept on Student Discipline at SMPN 1 Adiluwih Pringsewu.

### 3.2. Discussion

#### 3.2.1. *There is an influence of Self-Concept (X) on the Learning Discipline (Y) of Students at SMPN 1 Adiluwih Pringsewu*

Based on the results of descriptive analysis of the impact of Self-Concept, it was found that there is a significant influence between Self-Concept and the Discipline of Students at SMPN 1 Adiluwih Pringsewu. These results indicate that the more positive the self-concept of students, the more positive their learning discipline. This can be seen from several pieces of evidence proven through research results in the form of questionnaires, which were then analyzed from each variable to obtain analysis results that were tested and verified for accuracy and can be used in making research conclusions. The higher the self-concept, the higher the level of [14] states that self-concept is an important aspect of a person because it is a frame of reference for interacting with the environment. Student learning discipline.

Self-concept is a foundation that is instilled from an early age based on each individual's life journey and will become the basis for influencing their behavior [15]. Everyone has a different self-concept based on their respective life experiences and the things they communicate with. The results of these experiences can make individuals view themselves as good or bad. According to [14], the existence of a self-concept is expected to shape students to become more disciplined, both at school and at home. This practice helps students manage their time, improve their focus, and control their thoughts better. Therefore, people with a positive self-concept will be more accurate in assessing their own significance. Meanwhile, people with low self-esteem lack confidence, making them ineffective in social interactions [16]. In the Mangala Sutta (Snp 2.4), it is stated that "Sīla sampadā" or achievement in morality/discipline is one of the highest blessings. In other words, having a good self-concept will encourage a person to practice morality and discipline as a form of spiritual and worldly progress.

This means that the higher a person's self-concept and interpersonal intelligence, the higher their self-confidence. Conversely, the lower a person's self-concept and interpersonal intelligence, the lower their self-confidence. Self-concept contributes to students' self-confidence [17]. Thus, the second hypothesis is accepted. This means that students with low self-concept will also have low self-confidence. Conversely, students with high self-concept will also have high self-confidence. Interpersonal intelligence

contributes to students' self-confidence, meaning that the third hypothesis is accepted. Based on the results of a simple linear regression analysis, it is known that there is a significant influence between self-concept and student learning discipline [18]. This finding shows that the more positive a student's self-concept is, the higher their level of discipline in carrying out their learning obligations at school [2]. This means that students' belief in their own abilities and values influences their behavior in following rules, managing time, and taking responsibility for academic tasks. In Dhamma, this is in accordance with the principle taught in the Anattalakkhaṇa Sutta (SN 22.59), that there is no fixed core self in the five aggregates (khandha), but rather that wise observation of the self leads to liberation and spiritual development. This means that students who are able to understand and manage their self-perception in a healthy way will find it easier to direct their lives toward improvement, including in terms of discipline. Students who have a positive view of themselves tend to behave in accordance with school norms and rules. This reinforces the belief that a healthy self-concept is the foundation of discipline in daily life, as taught in Buddhism about the importance of recognizing and developing one's qualities.

### *3.2.2. How Much Does Self-Concept Affect the Discipline of Students at SMPN 1 Adiluwih Pringsewu*

Based on the results of a simple linear regression analysis, it was found that self-concept has a significant influence on student learning discipline, with a contribution of 40.6%. This means that almost half of the disciplinary behavior exhibited by students can be explained by how they form and understand their self-concept. Meanwhile, the remaining 59.4% is influenced by various other external factors, such as family environment, social interaction with peers, teacher leadership style, and the overall condition of school facilities and culture. The magnitude of this influence shows that self-concept is one of the important foundations in the development of student discipline. Students who have a positive perception of themselves in terms of their abilities, potential, and values tend to have higher motivation to learn, be more responsible for their tasks, and be able to manage their time and behavior independently [19]. In other words, self-concept not only influences how students think about themselves, but also how they act and interact in the learning environment.

In practice, students with positive self-concepts usually exhibit characteristics such as arriving at school on time, obeying rules, completing assignments on time, and actively participating in learning activities. Conversely, students with low self-concept tend to doubt their abilities, feel incapable of achieving, and give up more easily when faced with challenges [20]. This can have a direct impact on indiscipline, such as tardiness, unexplained absences, and lack of participation in learning [21]. From a Buddhist perspective, this understanding is relevant to the moral teachings in the Parābhava Sutta (Sutta Nipāta 1.6), which states that one of the main causes of a person's decline is the inability to refrain from bad behavior, not appreciating the teacher's advice, and tending to associate with environments that do not support moral growth. Students who do not understand their own value will be more easily pushed towards behavior that deviates



from discipline. "Those who do not know the Dhamma and do not know what is beneficial will decline. That is the path to destruction." (Parābhava Sutta, Snp 1.6)

Furthermore, Buddhist teachings emphasize the importance of self-awareness not to form an ego, but as an effort to understand the natural nature of the mind and human behavior. In the Anattalakkhaṇa Sutta (SN 22.59), the Buddha explains that the five aggregates (khandha) should not be considered as "I" or "mine." This teaches that the self is something that can be understood dynamically, not statically. Therefore, students can form a healthy concept of self through reflection, experience, and moral guidance so that they are not trapped in negative labels such as "stupid" or "failure," but see their potential as something that can be developed.

Furthermore, in the Vajira Sutta (SN 5.8), Bhikkhuni Vajira states that beings are merely a designation for a collection of physical and mental elements. This reinforces the understanding that identity is not fixed. Thus, every student has the opportunity to become a more disciplined and responsible person, as long as they are given the right support and space to recognize their potential. From this explanation, it can be concluded that improving students' self-concept needs to be a focus in education. Approaches that can be applied include counseling programs, motivational reflective learning, and supportive interpersonal relationships between teachers and students. Education that focuses not only on academic results but also on strengthening self-esteem and character will be able to shape students who are consciously disciplined and responsible, not because they fear punishment, but because of a strong internal awareness.

According to prevailing opinion, the enforcement of rules in the school environment is considered to be working quite well, as the application of these rules has been able to control student behavior and provide relatively effective sanctions for violators [9]. However, there are still some students who feel that the sanctions imposed do not fully deter them, but in general, the implementation of rules in schools has been consistent and functional.

Although not easy, change in self-concept is still possible. This change is most likely to occur when individuals feel accepted by others, because social support and acceptance can reduce anxiety and perceptions of threat [22]. This allows individuals to accept and process experiences that were previously difficult for them to accept or reject [23].

Interaction The surrounding environment greatly influences an individual's way of thinking, attitude, and behavior [24]. In general, those who are of similar age and have similar interests and tendencies tend to spend more time with their peers than with their parents [25].

#### **4. Conclusion**

Based on the results of the study on the influence of self-concept on the discipline of students at SMPN 1 Adiluwih Pringsewu, it can be concluded that: There is a significant influence between self-concept (X) and student discipline (Y) at SMPN 1 Adiluwih Pringsewu. This shows that the application of self-concept plays an important role in shaping student discipline in the school environment. This conclusion is based on the results of a simple linear regression analysis which shows that the alternative hypothesis

is accepted, while the null hypothesis is rejected. In other words, statistically, self-concept is proven to have a real influence on the level of student discipline. Students at SMPN 1 Adiluwih Pringsewu This study supports the results of research that students with high self-concept tend to have good learning discipline, characterized by punctuality, compliance with rules, and effective time management. Thus, it can be concluded that the formation of a healthy self-concept is an important aspect in character building and strengthening student discipline in schools. Therefore, efforts to improve students' self-concept, such as through counseling services, motivational learning approaches, and strengthening positive social relationships, need to be carried out in a focused and sustainable manner.

For students at SMPN 1 Adiluwih Pringsewu, the findings in this study are expected to provide positive encouragement to be more active in developing their potential, especially in forming and habituating disciplined behavior in their daily lives. Discipline is not only a key requirement for academic success, but also a foundation for building a responsible and independent character. By having a good understanding of who they are and being aware of their strengths and weaknesses, students will find it easier to manage themselves, obey rules, and demonstrate focused and positive attitudes both in and outside of school. On the other hand, for readers, especially students at the Jinarakkhita Lampung Buddhist College (STIAB), this research is expected to provide additional useful knowledge in understanding the relationship between self-concept and discipline. The results of this study can also be used as a reference in the development of Buddhist education, particularly in efforts to shape students who are not only academically intelligent but also have moral integrity and emotional maturity. In addition, this study can provide inspiration in designing learning approaches and character building strategies that are more relevant to the needs of today's students.

Based on the results of the study, the following theoretical and practical implications can be stated: The results of this study indicate that self-concept plays a very important role in shaping student discipline, especially at SMPN 1 Adiluwih Pringsewu. Self-concept, which is built based on the compatibility between personal characteristics, learning styles, and environmental support such as the availability of learning facilities, will affect the extent to which students are able to demonstrate disciplined behavior in school life. When students have a good understanding of themselves, including their strengths, weaknesses, and potential, they will be better prepared to act in a focused and responsible manner and to obey the rules. Thus, strengthening self-concept is an important aspect of educational strategies that aim to instill discipline effectively. In addition, these findings also have practical implications in the context of character building in students. The influence of self-concept on discipline is not only theoretical but can also be applied directly in students' daily lives. By encouraging students to get to know themselves better and consistently practice the values of discipline, schools can create a more orderly, productive, and conducive learning environment. Therefore, the application of these research results is very relevant to support efforts to develop students who have character, a sense of responsibility, and are able to develop their potential optimally.

## References

- [1] N. S. E. Putri, F. Setiani, and M. S. Al Fath, "Membangun Pendidikan Karakter Berbasis Kurikulum Merdeka Menuju Era Society 5.0," *Pedagogik*, vol. 18, no. 2, pp. 194–201, 2023, doi: 10.33084/pedagogik.v18i2.5557.
- [2] I. Mz, "Peran Konsep Diri Terhadap Kedisiplinan Siswa," *NALAR Jurnal Peradaban dan Pemikiran Islam*, vol. 2, no. 1, p. 1, 2018, doi: 10.23971/njppi.v2i1.915.
- [3] M. Yasin, A. Rawi, and N. Nurminah, "Hubungan pendidikan dan stratifikasi sosial lingkungan gang rejeki desa teluk lingga sangatta utara," *Pandu Jurnal Pendidikan Anak dan Pendidikan Umum*, vol. 2, no. 2, pp. 49–62, 2024.
- [4] M. Farah, Y. Suharsono, and S. Prasetyaningrum, "Konsep diri dengan regulasi diri dalam belajar pada siswa SMA," *Jurnal Ilmiah Psikologi Terapan*, vol. 7, no. 2, pp. 171–183, 2019, doi: 10.22219/jipt.v7i2.8243.
- [5] F. R. F. Faiz, N. Nurhadi, and A. Rahman, "Pembentukan sikap disiplin siswa pada sekolah berbasis asrama," *QALAMUNA Jurnal Pendidikan, Sosial dan Agama*, vol. 13, no. 2, pp. 309–326, 2021.
- [6] K. Kelly, "Kewajiban dan kedisiplinan belajar siswa," *WIDYA WASTARA Jurnal Pendidikan dan Pembelajaran*, vol. 2, no. 3, pp. 87–94, 2022.
- [7] B. Badarudin, M. Candra, and A. Muslim, "Analisis Pelanggaran Tata Tertib Sekolah Pada Peserta Didik Kelas Tinggi Di Madrasah Ibtidaiyah Islamiyah Pelumutan," *Khazanah Pendidikan*, vol. 18, no. 1, pp. 165–174, 2024.
- [8] S. W. Utami, "Pembentukan Karakter Disiplin Santri Melalui Amaliyah Yaumiyyah di Pondok Pesantren Nurul Huda," *Risalatuna Jurnal Pesantren Studies*, vol. 3, no. 1, pp. 1–21, 2023, doi: 10.54471/rjps.v3i1.2277.
- [9] S. Mahmasani, "View metadata, citation and similar papers at core.ac.uk," *Unknown*, pp. 274–282, 2020.
- [10] F. Fauziah, "Peran guru BK menumbuhkan kesadaran siswa agar disiplin di upt SMP Negeri 2 X Koto," *Educatio Jurnal Inovasi Pendidikan dan Pengajaran*, vol. 2, no. 1, pp. 46–51, 2022.
- [11] A. Sari, "Implementasi Pembelajaran Pendidikan Agama Islam Dalam Membentuk Karakter Disiplin Siswa Sekolah Menengah Atas," *Journal of Education Research*, vol. 2, no. 1, pp. 151–170, 2023, doi: 10.56436/jer.v2i1.212.
- [12] F. Faqieh, "Budaya Religius Sebagai Upaya Membentuk Sikap Disiplin Siswa di MI MIFTAHUL HUDA Ngrecu Kandat," 2024.
- [13] D. Diran, N. Nuzuar, and S. Sagiman, "Efektivitas Peningkatan Kedisiplinan Siswa Melalui Skor Pelanggaran Tata Tertib di SMP Negeri 01 Kabawetan," 2020.
- [14] A. C. S. Nurkholis, "Pengaruh Lingkungan Keluarga dan Konsep Diri Terhadap Kedisiplinan Siswa MA Ma'Arif Balong Tahun Pelajaran 2019/2020," 2020.
- [15] D. S. Atmaja, *Pengembangan Diri*. PT KIMHSAFI ALUNG CIPTA, 2025.
- [16] M. Yeni, *Jangan Ajari Aku Harga Diri yang Rendah*. Anak Hebat Indonesia, 2017.
- [17] S. N. R. T. Lutfia, "Hubungan Konsep Diri Dan Kecerdasan Interpersonal Dengan Kepercayaan Diri Siswa Smp Negeri 2 Jatiyoso Kabupaten Karanganyar Tahun

2012,” 2012. [Online]. Available: <http://eprints.ums.ac.id/id/eprint/26320>

- [18] J. Makmur, “Pengaruh Konsep Diri dan Kecerdasan Interpersonal terhadap Disiplin Kerja Guru SD Negeri Kecamatan Bagan Sinembah Rokan Hilir.”
- [19] R. Puspita and S. Waroh, “Peran Dukungan Orang Tua dalam Meningkatkan Motivasi Belajar Siswa Pendidikan Menengah,” *Journal of Education Research and Development*, vol. 1, no. 2, pp. 51–63, 2024.
- [20] E. S. Dinata and T. Tusyanah, “Pengaruh Konsep Diri, Kepercayaan Diri, dan Atraksi Interpersonal ...,” *Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia*, vol. 1, no. 1, p. 16, 2023.
- [21] C. R. A. Marpaung, “Strategi kepala sekolah dalam meningkatkan disiplin belajar siswa di SMA Negeri 8 Muaro Jambi,” 2025.
- [22] A. N. Kurnia, J. Indrawadi, I. Moeis, and T. Eka, “Kedisiplinan siswa dalam proses mengajar pada Pendidikan Pancasila,” 2025.
- [23] A. P. Dhea, “Konseling Naratif Dalam Mengatasi Konsep Diri Negatif Siswa di SMK Islam Nurul Iman Labuhan Maringgai,” 2025.
- [24] A. Christy, E. V. S. Barail, U. Mersiana, and O. Saingo, “Dinamika lingkungan sosial dalam membentuk sikap toleransi pada generasi milenial,” *Inculco Journal of Christian Education*, vol. 4, no. 2, pp. 224–235, 2024.
- [25] I. Rahmia, “Eksistensi Teman Sebaya Dalam Meningkatkan Minat Belajar Pendidikan Agama Islam,” 2023.